

# *re*VISION

**Action Grant**  
2021-2022  
*Application*

Submitted by:

***Louisville Public Schools***

**OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION**

**NEBRASKA DEPARTMENT OF EDUCATION**

500 S. 84<sup>th</sup> Street, Lincoln, NE 68510



## **APPLICATION OVERVIEW**

Louisville is a historical community—established in 1857, ten years prior to the State becoming part of the Union--with a population of approximately 1,320 people residing in Cass County and part of the Omaha Consortium. Its population has seen a growth of approximately 19% since the last census. Louisville Public Schools is made up of approximately 687 students in a single building that houses Pre-K through 12th grades. The total coverage of the School District is 67 square miles of mostly rural ground with the communities of Cedar Creek, Manley, South Bend and Louisville within the boundaries.

According to the Nebraska Department of Labor, the Industry Employment Projections for the Omaha Consortium shows an increase of 4.4% for labor in Manufacturing and an increase of 8.9% for labor in Construction. In the area of Food Service, an increase of 8.0 % for labor is expected (Appendix B). These industry areas will be a focus of our reVision grant.

In Louisville Public Schools, our goals for the 2021-2022 reVision Action Grant are divided into three main areas:

- 1) Work-Based Learning and employment opportunities for students.
- 2) Systemic career development in our Career and Technical Education program.
- 3) Aligning CTE education and programming at Louisville Middle and High School.

The funds acquired through the reVision Action Grant will assist our district strengthening the career and technical education system within Louisville Public Schools.

Strengthening our Work Based Learning programming will assist in providing our students with opportunities for postsecondary education and potentially, workforce employment at the conclusion of a student's high school experience. Furthermore, expanding our work-based learning program will create opportunities for our students to work jointly with community/business partners within our surrounding areas(s).

As we align our CTE education and programming, our goal will be to provide a systemic career development in order to provide specific, yet intentional pathways of interest for our growing student population. Additionally, our goal is to ensure that we are providing current and modernized resources to support our students, as well as prepare him/her for work-based learning opportunities during a student's senior year of high school.

Our 6th – 12th grade staff will begin by ensuring we are aligning our curriculum and instructional approach. The goal is to build upon introductory courses in the middle school, to more advanced course opportunities for our students with career awareness and exploration at the forefront.

Our overall goal with each of these initiatives within the reVision Action grant is to ensure our school district is providing a well-rounded career and technical education program. The program will include authentic opportunities that prepare our students for their future, whether that be postsecondary education or the workforce. Aligning our CTE programming in grades 6-12 will provide that career readiness will be embedded into every CTE course. Our goal is for students to have a clear educational scope and sequence, while understanding essential CTE concepts along with an intentional learning progression. Moreover, our identified CTE pathways and related career fields (BMIT, Automotive, Manufacturing, Food Science, and Culinary Arts)

will address our community's needs and desires as identified during our community engagement meeting (See Appendix) and follow-up feedback surveys.

## **ReVISION GOALS**

### **Goal # 1 – Work-Based Learning Program**

In alignment with the Nebraska CTE Strategic Priorities (#5), Louisville Public Schools (LPS) has begun the process of instituting a Work-Based Learning Program. An instructor was assigned to construct the program during the 2020-21 school year with its initial start planned for the 2021-22 school year.

In the 2019-20 school year, a group of Louisville teachers were invited to attend a Work-Based Learning Program with Internships that was held at Sutton High School. Through that event, it was decided Louisville High School could also put in place a work-based learning program.

Starting in the Fall 2020, 1.5 hours was dedicated to the Work-Based Learning Program (one class period Block of 85 minutes). The current LPS instructor is the Business teacher. Initial paperwork/forms were created in the Fall 2020 (See Appendix). It is the goal of the program to develop a curriculum of materials to be used by the students during their "off days". These materials would consist of career readiness/employability skills development activities.

To strengthen the program and assure longevity, it is also a goal to have at least two certified CTE teachers for Cooperative Learning supervision. In the budget, we put in an amount for stipends for any shortcomings we might have. The stipend would pay for a teacher tuition cost as well as travel (if needed). When hiring, new teachers in the CTE areas, Cooperative Learning Certification may/will be a criterion for hire.

Part of the Work-Based Learning Program, it is a sub-goal (1B) of ours to bring about the awareness and need to gain Career Readiness Skills while in school. To accomplish this, we will be instituting career readiness skill curriculum for grades 3-12.

In the elementary school years, our goal is to give the students a general awareness of different careers and how to develop some basic employability skills such as oral/written communication, problem-solving and organizational skills. Having a Career Awareness week with parents coming in to talk about their careers or allowing students the option to spend a day with their parents at work.

In the middle school years, our goal is to expand on the career awareness with concentration on the sixteen career clusters and associated pathways. Also, getting the students more involved with job shadowing, career fairs, and business field trips.

In the high school years, our goal is to provide more opportunities to a variety of careers by having weekly/bi-weekly guest speakers for the Careers/Century 21 Skills classes. Job shadowing and career fairs will also be experienced along with field trips to colleges and industries. Also, at this level, students will work on compiling a portfolio consisting of Job Application forms, Resume', Letter of Application, Job Interview tips and questions research, and Thank You Letter.

Building relationships with the local businesses will be key in obtaining employment opportunities for our students. The current WBL program teacher is working at visiting the local businesses to survey their initial thoughts and availability for being part of the Work Based

Learning Program. To help build a strong relationship between the school and businesses, we plan on reinstating an old Student Council project of having a “Business Appreciation Breakfast” on a yearly basis.

### **Goal #2 – Systemic Career Development**

In alignment with the Nebraska CTE Strategic Priorities (#2), LPS is focused on developing, implementing and sustaining a rigorous systemic career development plan that will meet the needs of learners in grades 6 -12. LPS has, and will continue to focus on three areas of student development in our CTE programs: technical skills, personal skills and workplace skills. Students enrolled in CTE programs at LPS have the opportunity to focus on career pathways in Family and Consumer Science, Business - Marketing and Information Technology, Skilled and Technical Science and Information Technology.

In each of those pathways, students will explore and develop the technical skills needed to be successful in today’s high skill, high wage, high demand careers. Those technical skills will be based on local needs assessment and align to the Nebraska H3 website.

Students enrolled in each of the CTE pathways will discover and implement personal skills needed to be successful. Those personal skills include developing a good work ethic, professionalism in the workplace, self-motivation to better themselves and reach a goal and adaptability and flexibility to change with today's workforce needs. CTE students participating in systemic career development also develop workplace skills which include how to communicate in the workplace, multicultural sensitivity & awareness, develop teamwork skills and leadership in the workplace.

The systemic career development plan at LPS will provide opportunities and accessibility for special populations. This includes the Special Education Director in planning and developing IEP’s which include post-secondary goals and transition plans through CTE courses available at LPS. LPS will also focus on enrolling and retaining non-traditional students in CTE courses. This will include female students in welding and construction trades, as well as enrolling male students in family and consumer science nutrition and culinary courses.

The outcomes that LPS hopes to achieve through our systemic career development plan is to be inclusive for all students enrolled at LPS by providing complete pathways in our FACS, BMIT, STS and IT pathways. LPS will provide a foundation for our middle school students to participate in career exploration in each of the established CTE pathways. LPS will base its systemic career development course content on Nebraska CTE standards, and align course content to our local needs assessment and workforce needs. LPS will also partner with both Southeast Community College and Metro Community College to provide post-secondary academies and training for courses and content not available.

### **Food Science and Culinary Arts Pathways**

Louisville Public Schools has invested significantly into the Culinary Arts and Food Science pathways at Louisville High School. This pathway offers students the ability to take courses in Fundamentals of Food and Nutrition, Foods Science, Culinary 1 and Nutrition. Work-based learning opportunities are available at local restaurants like B’s Diner in Louisville and Round the Bend Steakhouse in South Bend. Students that take this pathway will benefit from using new and innovating equipment to help better prepare them for the work force.

Our Culinary Arts Pathway at Louisville High School has had considerable interest from our student body. Numbers continue to grow in our classes. Our students obtain a valuable

experience through our instructor. Culinary students have completed projects for the staff by providing breakfast. They have worked with the staff to follow order forms for making and delivering made-to-order burritos. In the past, the PTO has voluntarily given funds to update outdated equipment in the Family and Consumer Science room to show support for the program. Family and Consumer Science classes have made cupcakes alongside the PTO to support fundraising to benefit the entire school. These have been successful projects and learning opportunities for the students. In order to support the numbers, and continue these opportunities students in all grades 7-12 would value from being able to use additional electric stoves and ovens. Additional equipment needed to support the student activities and projects would be additional work space tables/carts, an air fryers and griddles. The community in Louisville is very supportive of the Culinary Arts Pathway. Providing students the opportunity and space to work with different kinds of equipment will help them for readiness in work-based learning opportunities or readiness for the work force.

### **Goal #3 – Aligning CTE Program**

In alignment with the Nebraska CTE Strategic Priorities (#1), we have conducted a preliminary analysis of our CTE program areas (Computer Technology, Food Science/Culinary Arts, Business, and Skilled & Technical Science) for curriculum alignment between our middle and high schools. Following this analysis, we have identified one area where we have needs. This need is in our Skilled & Technical Science area and primarily focuses on updating the equipment that we use with our 8th graders to better meet existing standards and prepare them for high school courses.

### **Skills and Technical Sciences**

Upon investigating the needs of our businesses in our rural area, we found a need to update our practices in the Skills & Technical Sciences (STS) department. Our goal thus is to create a “needs assessment” of what curriculum and equipment is needed to better prepare our students for H3 careers. Once we have performed the needs assessment, our IT instructors will restudy/revamp the IT programs with new curriculum materials and equipment.

The areas of Family Consumer Sciences and Business are currently well aligned with the High school curriculum, so the focus will be primarily on the STS curriculum.

Funds received for reVision would be utilized to purchase equipment that would align 7th and 8th grade STS classes to our high school curriculum in the area of manufacturing. Currently, students use basic woodworking tools such as drills, bandsaws, and routers for both the 7th and 8th-grade classes. This equipment is great for beginning work at the 7<sup>th</sup> grade level but our goal is to introduce in the 8th grade more advanced techniques such as additive and CNC manufacturing. This would allow students to have an early look at Computer Modeling and the use of Computer-controlled machines.

What will this look like?

3D printers and CNC carvers will be purchased to supplement the manufacturing capabilities of the Louisville Public School’s STS program. This will allow students to get hands-on instruction and practice with machines that will benefit them in their future high school classes as well as careers.

In these classes, students will be able to use computer modeling to create products that can be produced with both additive and CNC manufacturing machines. These programs will benefit students who intend to go into classes that include Drafting, Manufacturing Processes, and Manufacturing Production at the high school level.

Students entering these high school classes would be able to utilize the knowledge gained in middle school to create more elaborate projects.

## **PROJECT ACTIVITIES ASSOCIATED WITH GOALS**

### **Project Activity #1A Work Based Learning – Student Placement**

It is LPS'S goal to help students gain a better understanding of the work environment. To do so, hands-on experience is the best way to learn work place etiquette in the work environment. The Work Based Coordinator is currently working at building relationships with area businesses. Finding places to accept students for work experience is a key activity. As stated on the State's WBL Strategies overview, student enrolled in the WBL program will gain some of the following: strengthening their academic, technical, and career readiness skills, fostering positive relationships with adults, observing how companies operate and developing an awareness of the requirements of being in a long, sustained career.<sup>1</sup>

Time and travel will be needed for the WBL coordinator to visit area businesses and survey their availability to be part of the WBL program. Building and maintaining relationships with area businesses will be an integral part of the WBL coordinators role. The School District will be able to cover costs for time away and travel costs. Curriculum materials for in-school learning will be needed. Students will go over Career Readiness skills needed to be a good employee. Reinforced learning projects will be available to use on days when the student is not working.

The following academic standard being followed is:

ASCA Standard 2: Students will employ strategies to understand the relationship between personal qualities, education/training, and the world of work to achieve future career goals.

### **Evaluation of Activity #1A**

By the end of the 2021-22 school year, there will be a list of participating businesses that students can apply to work at. For each participating business, a profile will be created that outlines what clusters/pathways they cover and/or what career readiness skills will students achieve.

### **Sustainability of Activity #1A**

The WBL program was started in 2020-21 and with the addition of business resources, the program should sustain itself. In reality, the program will build and get stronger each year—a definite need for a growing group of students in today's world.

### **Project Activity #1B Work Based Learning – Career Readiness**

It is LPS goal to help students gain a better understanding of what Career Readiness Skills are and how they can improve upon them during their educational experience. The school needs to work on putting together a Grade 3 through 12 curriculum for Career Readiness Skills Development.

The following standards as stated on the Nebraska Department of Education is being followed:  
NCR Standards Alignment for Career Readiness Skills:

---

<sup>1</sup> Nebraska Department of Education, Work-Based Learning Strategies Overview, <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>

Applies appropriate academic and technical skills  
Communicates effectively and appropriately  
Contributes to employer and community success  
Makes sense of problems and perseveres in solving them  
Uses critical thinking  
Demonstrates innovation and creativity  
Models ethical leadership and effective management  
Works productively in teams and demonstrates cultural competency  
Utilizes technology  
Manages personal career development  
Attends to personal and financial well-being

### ***Evaluation of Activity #1B***

Integrating a school wide curriculum for Career Readiness is our sub-goal. To evaluate how well the program is being used at the different grade levels, a survey of the teachers will need to be completed. Making sure the Career Readiness curriculum is being used, the WBL coordinator should be the person in charge of surveying the faculty. The WBL coordinator should be the “go-to” person for faculty to use as a resource for grade level skill development.

### ***Sustainability of Activity #1B***

Most Career Readiness curriculum is low cost and once integrated into the curriculum at the various grade levels, should just become part of their class curriculum and skills are practiced and discussed yearly.

### **Project Activity #2 Food Science and Culinary Arts Pathways**

In LPS, our goal is to give hands on experiences and help prepare students for the workforce. Project based learning is encouraged in our district. In family and consumer science classes, students will continue to make breakfast items for the staff. Students will use air fryers in various food projects. We would like to expand our projects to make more food for the staff. Students in the foods class will have the opportunity to make a lunch for the staff and also a dessert or baked goods. In an effort to increase offerings to students we are looking to purchase the following equipment:

4 - Electric Stoves/Ovens = \$8,396  
4 - Electric Griddles = \$1,000  
2 - Prep Carts/Tables = \$939  
4 - Air Fryers = \$500

The utilization of this equipment will allow our students to meet more of the food science and culinary arts standards set by the state of Nebraska. All students in grades 7-12 family and consumer science class would have the opportunity to use the new equipment. The specific standards are as follows:

HSE.HS.3.4: Being able to demonstrate professional food preparation techniques for all menu categories.  
BMM.HS.1.21: Demonstrate safe and efficient practices in food preparation.  
HSE.HS.4.6.b: Practice safe laboratory and equipment use and maintenance procedures.

### ***Evaluation of Activity #2***

Evaluation will be based on continued growth of the students in the program. Surveying student interest of work-based learning placement in food related fields. Students will be surveyed on involvement in the project. Students will be assessed to determine if academic standards were met.

### ***Sustainability of Activity #2***

This is a sustainable project for Louisville Public Schools. Our foods budget and allowance is well supported by the administration and school board. Our numbers in the Foods classes continues to be on the rise.

### **Project Activity #3A Manufacturing Pathways**

LPS has an established manufacturing and welding program. Students who enroll in the program have the opportunity to complete manufacturing projects in sheet metal, foundry and individual student projects. Students enrolled also have the ability to be trained in the following welding processes: SMAW, GMAW, GTAW and O/A welding. The well-balanced manufacturing and welding program allow students in grades 8 - 12 to explore and develop skills needed to meet local workforce needs.

The need to expand and enhance the district's manufacturing and welding program is based on two pieces of criteria: local need and student enrollment. First, referencing the Nebraska H3 website, the demand for welders in our community is high. The LPS community and surrounding area is home to Ash Grove Cement company, Martin Marietta, and Kerford Limestone, which all provide a constant need for welders and skilled trades workers in manufacturing. There is a direct connection to students experiences and skill development in the LPS manufacturing and welding program to career opportunities in our area.

To meet the learning needs of students enrolled in the manufacturing and welding program, new and innovative technologies purchases will be the focus of this project. This equipment will supplement our existing curriculum and coursework.

- 1 - Lincoln Electric Flexcut 80 4'x4' CNC Plasma Table - \$28,998
- 1 - Sharpe 1440V-K CNC Lathe - \$17,200
- 1 - Lincoln Electric Precision TIG 225 welder - \$3,200

The purchases outlined above will be use to enhance student learning and will directly correlate to local needs and Nebraska state standards for welding and manufacturing listed below:

- STS.HS.5.4: Identify the materials, tools and equipment needed to manufacture a product.
- STS.HS.5.5.b: Correct and accurately use tools and equipment to perform manufacturing operations according to drawings and specifications.
- STS.HS.5.4.d: Demonstrate the proper utilization of the engine lathe.
- STS.HS.5.4.i: Demonstrate proper use of equipment not specifically mentioned.
- STS.HS.5.5: Manufacture a product using manufacturing technology.
- STS.HS.6.5: Produce a product using welding technology.
- STS.HS.6.5.e: Demonstrate knowledge of welding inspection & testing principles.



STS.HS.6.5.c: Perform metal cutting operations using various methods (i.e. oxy-acetylene, mechanized oxy fuel gas, plasma arc and manual air carbon arc).

The preliminary analysis of our Computer Technology curriculum indicates that we may need to better align our Computer Technology curriculum in middle school and high school to ensure that current state standards are being met and that we maximize student's exposure to equipment and skills that will equip them for high demand careers after high school.

1 - Program Alignment Analysis / Work Time for 4 CTE Teachers x 8 hours = \$960

### ***Evaluation of Activity #3A***

LPS will evaluate the goal of systemic career development in manufacturing and welding by tracking student enrollment in the welding and manufacturing program. LPS will evaluate the success of the new and innovative purchases by surveying graduated students who are currently enrolled or employed in the area of welding and manufacturing and their preparedness to work in that career field. Based on student enrollment and surveys, LPS will evaluate the effectiveness of the welding and manufacturing program and develop a plan of action for sustainability and accountability.

### ***Sustainability of Activity #3A***

LPS is currently partnering with companies like Ash Grove Cement company to build and develop a partnership for students to participate in a work-based learning program where students will engage in job site training in welding and manufacturing roles. Ash Grove has also committed to provide material such as metal for students to complete required welds and projects using the requested technology purchases.

### **Project Activity #3B Skills and Technical Sciences**

In an effort to supplement the manufacturing capacity of the school and increase the class offerings to students we are looking to purchase the following equipment:

6 - Flashforge Guider II 3D Printer Large-Format = \$7,500

1 - Next Wave CNC T31984 - CNC Shark HD520 = \$5,000

These machines will give students hands-on experience with computer-controlled manufacturing. The current equipment available to students is useful for teaching basic manufacturing skills with wood, primarily at the 7<sup>th</sup> grade level. These machines would allow more advanced techniques to be taught at the 8<sup>th</sup> grade level and beyond.

The utilization of this equipment will allow our students to meet more of the manufacturing standards set by the state of Nebraska. The Specific Standards are as follows:

STS.HS.5.3.a: Interpret manufacturing terminology, plans, sketches, drawings, and schedules.

STS.HS.5.4.e: Demonstrate proper utilization of the vertical milling machine and/or router.

STS.HS.5.4.h: Operate the CNC Mill, Router, and/or Lathe.

STS.HS.5.4.i: Demonstrate proper use of equipment not specifically mentioned.

STS.HS.5.5.b: Correctly and accurately use tools and equipment to perform manufacturing operations according to drawings and specifications.

### ***Evaluation of Activity #3B***

Success of this project will be evaluated in several ways: 1) Have the machines been acquired and installed into dedicated spaces in the Manufacturing and Computer Labs. 2) Students are able to properly run machines in accordance with state standards. 3) Manufacturing class numbers show growth over multiple years. 4) Student surveys show confidence in the use of these machines.

### ***Sustainability of Activity #3B***

Student machines are of quality that can be utilized for many years. The cost of use will be primarily consumable materials that are used in the production of products. These products can be sold to help fund future materials.

## **COMMITMENT & CAPACITY**

Louisville Public Schools is strongly committed to serving our entire student body. We will ensure the funds provided by this grant are used in a fiscally responsible manner, and our staff and students are supported through this process. The common goal among all Louisville Public School's Career and Technical Education departments is to strengthen the middle and high school programs and align them with current academic standards, Nebraska's economic priorities, student interest data, Perkins V strategic priorities, and community needs.

The district leadership team responsible for the implementation of the 2021-2022 reVision Grant will include the following individuals:

Mr. Andrew Farber - Superintendent

Mr. Brett Schwartz – (current) Middle/High School Principal

Mr. Cameron Soester – (incoming) Middle/High School Principal - July 1, 2021

Dr. Amber Johnson - Director of Learning

Mrs. Annise York - K-12 Special Education Instructor

Mr. Nate Simons - Director of Technology

Mr. Jesse Zweep - Skilled and Technical Science Instructor

Mr. Caleb Schulze - Skilled and Technical Science Instructor

Mr. James Stewart - BMIT Instructor

Mrs. Jennifer Cole - Family and Consumer Science Instructor

Mr. Nate VanMeter - Middle School Science Instructor

Mrs. Karen Habrock - Louisville Public Schools Board of Education Member

Other outreach community partner organizations include:

Mr. John Dale - Plant Manager at Ash Grove

Our district reVision team is committed to meet twice a year to review our reVision Action Grant plan to discuss and reflect upon our goals and expenditures. We will ensure to cross-reference the reVision Action Grant, as well as our Perkins Grant plans, to ensure the alignment is in place. It will be essential to gather and analyze incoming data to determine how we are working and achieving our district outcomes.

## **SUPPLEMENTAL DOCUMENTS**

See Appendix B for the following support documents:

Dept. of Labor Industry Employment Projections – Omaha Consortium

Work-Based Learning Program forms

Community Engagement

Survey Form Responses (Teachers, Community, Parents, Students)

**Appendix A**  
**Budgets for Goals 1-3**

| <b>Activity Budget: Activity # _ 1 – Work-Based Learning Program__</b>      |                    |                 |
|---|--------------------|-----------------|
| <b>Expenditure</b>  | <b>Unit Cost</b>   | <b>Total</b>    |
| <b>Salaries – Specified by Position (Object Code 100)</b>                   |                    |                 |
| WBL Instructor (currently Business Teacher) (In-Kind)                       | \$60,000 (in-kind) |                 |
|   |                    |                 |
|   |                    |                 |
| <i>Subtotal</i>   |                    | \$ 0            |
| <b>Employee Benefits – Specified by Position (Object Code 200)</b>          |                    |                 |
| WBL Instructor (currently Business Teacher) (In-Kind)                       | \$24,000 (in-kind) |                 |
|   |                    |                 |
|   |                    |                 |
| <i>Subtotal</i>   |                    | \$ 0            |
| <b>Professional &amp; Technical Services – (Object Code 300)</b>            |                    |                 |
| WBL Certification (1-2 Teachers stipend for college class costs and travel) |                    | \$4,000         |
|   |                    |                 |
|   |                    |                 |
| <i>Subtotal</i>   |                    | \$4,000         |
| <b>Other Purchased Professional Services – (Object Code 400/500)</b>        |                    |                 |
|   |                    |                 |
|   |                    |                 |
|   |                    |                 |
| <i>Subtotal</i>   |                    |                 |
| <b>Supplies— including Operational Equipment - (Object Code 600)</b>        |                    |                 |
| Career Readiness Skills Curriculum Materials                                |                    | \$10,000        |
|   |                    |                 |
|   |                    |                 |
| <i>Subtotal</i>   |                    | \$10,000        |
| <b>Capital Assets– (Object Code 700)</b>                                    |                    |                 |
|   |                    |                 |
|   |                    |                 |
|   |                    |                 |
| <i>Subtotal</i>   |                    |                 |
| <b>ACTIVITY TOTAL</b>   |                    | <b>\$14,000</b> |

| Activity Budget: Activity # _ 2 – Food Science/Culinary Arts ____    |           |                 |
|--|-----------|-----------------|
| Expenditure  | Unit Cost | Total           |
| <b>Salaries – Specified by Position (Object Code 100)</b>            |           |                 |
|  |           |                 |
|  |           |                 |
|  |           |                 |
| <i>Subtotal</i>  |           |                 |
| <b>Employee Benefits – Specified by Position (Object Code 200)</b>   |           |                 |
|  |           |                 |
|  |           |                 |
|  |           |                 |
| <i>Subtotal</i>  |           |                 |
| <b>Professional &amp; Technical Services – (Object Code 300)</b>     |           |                 |
|  |           |                 |
|  |           |                 |
|  |           |                 |
| <i>Subtotal</i>  |           |                 |
| <b>Other Purchased Professional Services – (Object Code 400/500)</b> |           |                 |
|  |           |                 |
|  |           |                 |
|  |           |                 |
| <i>Subtotal</i>  |           |                 |
| <b>Supplies— including Operational Equipment - (Object Code 600)</b> |           |                 |
|  |           |                 |
|  |           |                 |
|  |           |                 |
|  |           |                 |
| <i>Subtotal</i>  |           |                 |
| <b>Capital Assets– (Object Code 700)</b>                             |           |                 |
| Electric Stoves and Oven (4)   |           | \$ 8,396        |
| Table/Carts (2)  |           | \$ 939          |
| Portable Electric Griddles (4)                                       |           | \$ 1,000        |
| Hamilton Beach 35075 Digital Air Fryer, 5 Liter (4)                  |           | \$ 500          |
| <i>Subtotal</i>  |           | \$10,835        |
| <b>ACTIVITY TOTAL</b>  |           | <b>\$10,835</b> |

| Activity Budget: Activity # <u>  3  </u> Manufacturing/ Skills & Technical Sciences <u>      </u> |                 |                 |
|---|-----------------|-----------------|
| Expenditure   | Unit Cost       | Total           |
| <b>Salaries – Specified by Position (Object Code 100)</b>   |                 |                 |
|   |                 |                 |
|   |                 |                 |
|   |                 |                 |
|   | <i>Subtotal</i> |                 |
| <b>Employee Benefits – Specified by Position (Object Code 200)</b>                                |                 |                 |
|   |                 |                 |
|   |                 |                 |
|   |                 |                 |
|   | <i>Subtotal</i> |                 |
| <b>Professional &amp; Technical Services – (Object Code 300)</b>                                  |                 |                 |
| Program Alignment Work Time (4 CTE x 8 hours)   |                 | \$ 960          |
|   |                 |                 |
|   |                 |                 |
|   | <i>Subtotal</i> | \$ 960          |
| <b>Other Purchased Professional Services – (Object Code 400/500)</b>                              |                 |                 |
|   |                 |                 |
|   |                 |                 |
|   |                 |                 |
|   | <i>Subtotal</i> |                 |
| <b>Supplies— including Operational Equipment - (Object Code 600)</b>                              |                 |                 |
|   |                 |                 |
|   |                 |                 |
|   |                 |                 |
|   |                 |                 |
|   |                 |                 |
|   | <i>Subtotal</i> |                 |
| <b>Capital Assets– (Object Code 700)</b>  |                 |                 |
| Flashforge Guider II 3D Printer Large-Format (6)  |                 | \$ 7,500        |
| Next Wave CNC T31984 – CNC Shark HD520 (1)  |                 | \$ 5,400        |
| Lincoln Electric Flexcut 80 4'x4' CNC Plasma Table  |                 | \$28,998        |
| Sharpe 1440V-K CNC Lathe  |                 | \$17,200        |
| Lincoln Electric Precision TIG 225 Welder   |                 | \$ 3,200        |
|   | <i>Subtotal</i> | \$62,298        |
| <b>ACTIVITY TOTAL</b>   |                 | <b>\$63,258</b> |

## Budget Summary

### Salaries (Object Code 100)

|                 |                 |
|-----------------|-----------------|
| Activity 1      | \$ _____        |
| Activity 2      | \$ _____        |
| Activity 3      | \$ _____        |
| <i>Subtotal</i> | <b>\$ _____</b> |

### Employee Benefits (Object Code 200)

|                 |                 |
|-----------------|-----------------|
| Activity 1      | \$ _____        |
| Activity 2      | \$ _____        |
| Activity 3      | \$ _____        |
| <i>Subtotal</i> | <b>\$ _____</b> |

### Professional & Technical Services (Object Code 300)

|                 |                              |
|-----------------|------------------------------|
| Activity 1      | \$ <u>4,000</u> _____        |
| Activity 2      | \$ _____                     |
| Activity 3      | \$ <u>960</u> _____          |
| <i>Subtotal</i> | <b>\$ <u>4,960</u> _____</b> |

### Other Purchased Professional Services (Object Code 400/500)

|                 |                 |
|-----------------|-----------------|
| Activity 1      | \$ _____        |
| Activity 2      | \$ _____        |
| Activity 3      | \$ _____        |
| <i>Subtotal</i> | <b>\$ _____</b> |

### Supplies & Materials/Operational Equipment (Object Code 600)

|                 |                       |
|-----------------|-----------------------|
| Activity 1      | \$10,000 _____        |
| Activity 2      | \$ _____              |
| Activity 3      | \$ _____              |
| <i>Subtotal</i> | <b>\$10,000 _____</b> |

### Capital Assets (Object Code 700)

|                 |                       |
|-----------------|-----------------------|
| Activity 1      | \$ _____              |
| Activity 2      | \$10,835 _____        |
| Activity 3      | \$62,298 _____        |
| <i>Subtotal</i> | <b>\$73,133 _____</b> |

**Grand Total    \$88,093 \_\_\_\_\_**

**Appendix B**  
Additional documentation for support

Department of Labor – Industry Employment Projections, Omaha Consortium



**2018 to 2028 Long-term Industry Employment  
Projections  
- Omaha Consortium -**

| Level    | Industry Code | Industry Title                                    | 2018 Annual Employment | 2028 Projected Employment | Change in Employment 2018-2028 | Percent Change 2018-2028 | Compound Annual Growth Rate |
|----------|---------------|---|------------------------|---------------------------|--------------------------------|--------------------------|-----------------------------|
|          |               |   |                        |                           |                                |                          |                             |
| <b>1</b> | <b>000000</b> | <b>Total</b>                                      | <b>495,191</b>         | <b>529,372</b>            | <b>34,181</b>                  | <b>6.90%</b>             | <b>0.67%</b>                |
|          |               |   |                        |                           |                                |                          |                             |
| <b>3</b> | <b>000671</b> | <b>Self-Employed Workers</b>                      | <b>27,090</b>          | <b>28,915</b>             | <b>1,825</b>                   | <b>6.74%</b>             | <b>0.65%</b>                |
|          |               |   |                        |                           |                                |                          |                             |
|          |               | <b>Wage and Salary Employment - Summary Level</b> |                        |                           |                                |                          |                             |
|          |               |   |                        |                           |                                |                          |                             |
| <b>1</b> | <b>000000</b> | <b>Total Wage and Salary Employment</b>           | <b>468,101</b>         | <b>500,457</b>            | <b>32,356</b>                  | <b>6.91%</b>             | <b>0.67%</b>                |
|          |               |   |                        |                           |                                |                          |                             |
| <b>2</b> | <b>101000</b> | <b>Goods-Producing</b>                            | <b>58,487</b>          | <b>62,282</b>             | <b>3,795</b>                   | <b>6.49%</b>             | <b>0.63%</b>                |
|          |               |   |                        |                           |                                |                          |                             |
| 3        | 101100        | Natural Resources and Mining                      | 4,104                  | 4,328                     | 224                            | 5.46%                    | 0.53%                       |
| 3        | 101200        | Construction                                      | 26,245                 | 28,576                    | 2,331                          | 8.88%                    | 0.85%                       |
| 3        | 101300        | Manufacturing                                     | 28,138                 | 29,378                    | 1,240                          | 4.41%                    | 0.43%                       |
|          |               |   |                        |                           |                                |                          |                             |

|          |               |   |                |                |               |              |              |
|----------|---------------|---|----------------|----------------|---------------|--------------|--------------|
| <b>2</b> | <b>102000</b> | <b>Services-Providing</b>                       | <b>409,614</b> | <b>438,175</b> | <b>28,561</b> | <b>6.97%</b> | <b>0.68%</b> |
|          |               |   |                |                |               |              |              |
| 3        | 102100        | Trade, Transportation, and Utilities            | 90,181         | 92,023         | 1,842         | 2.04%        | 0.20%        |
| 3        | 102200        | Information                                     | 10,753         | 11,319         | 566           | 5.26%        | 0.51%        |
| 3        | 102300        | Financial Activities                            | 46,189         | 49,061         | 2,872         | 6.22%        | 0.61%        |
| 3        | 102400        | Professional and Business Services              | 74,231         | 80,057         | 5,826         | 7.85%        | 0.76%        |
| 3        | 102500        | Education and Health Services                   | 106,268        | 118,558        | 12,290        | 11.57%       | 1.10%        |
| 3        | 102600        | Leisure and Hospitality                         | 43,918         | 47,792         | 3,874         | 8.82%        | 0.85%        |
| 3        | 102700        | Other Services (Except Government)              | 15,726         | 16,230         | 504           | 3.20%        | 0.32%        |
| 3        | 102800        | Government                                      | 22,348         | 23,135         | 787           | 3.52%        | 0.35%        |
|          |               |   |                |                |               |              |              |
| <b>4</b> | <b>110000</b> | <b>Agriculture, Forestry, and Fishing</b>       | <b>3,741</b>   | <b>3,936</b>   | <b>195</b>    | <b>5.21%</b> | <b>0.51%</b> |
|          |               |   |                |                |               |              |              |
| 5        | 111000        | Crop Production                                 | 2,129          | 2,196          | 67            | 3.15%        | 0.31%        |
| 5        | 112000        | Animal Production                               | 1,361          | 1,470          | 109           | 8.01%        | 0.77%        |
| 5        | 113000        | Forestry and Logging                            | 0              | 0              | 0             | 0.00%        | 0.00%        |
| 5        | 114000        | Fishing, Hunting, and Trapping                  | 0              | 0              | 0             | 0.00%        | 0.00%        |
| 5        | 115000        | Support Activities for Agriculture and Forestry | 251            | 270            | 19            | 7.57%        | 0.73%        |
|          |               |   |                |                |               |              |              |
| <b>4</b> | <b>210000</b> | <b>Mining</b>                                   | <b>363</b>     | <b>392</b>     | <b>29</b>     | <b>7.99%</b> | <b>0.77%</b> |
|          |               |   |                |                |               |              |              |
| 5        | 211000        | Oil and Gas Extraction                          | ***            | ***            | ***           | ***          | ***          |
| 5        | 212000        | Mining (except Oil and Gas)                     | 349            | 377            | 28            | 8.02%        | 0.77%        |
| 5        | 213000        | Support Activities for Mining                   | ***            | ***            | ***           | ***          | ***          |
|          |               |   |                |                |               |              |              |
| <b>4</b> | <b>220000</b> | <b>Utilities (private + state + local)</b>      | <b>2,788</b>   | <b>2,820</b>   | <b>32</b>     | <b>1.15%</b> | <b>0.11%</b> |
|          |               |   |                |                |               |              |              |
| 5        | 221000        | Utilities (private + state + local)             | 2,788          | 2,820          | 32            | 1.15%        | 0.11%        |
|          |               |   |                |                |               |              |              |



|          |               |  |               |               |              |              |              |
|----------|---------------|--|---------------|---------------|--------------|--------------|--------------|
| <b>4</b> | <b>230000</b> | <b>Construction</b>  | <b>26,245</b> | <b>28,576</b> | <b>2,331</b> | <b>8.88%</b> | <b>0.85%</b> |
|          |               |  |               |               |              |              |              |
| 5        | 236000        | Construction of Buildings                                    | 4,730         | 5,103         | 373          | 7.89%        | 0.76%        |
| 5        | 237000        | Heavy and Civil Engineering Construction                     | 2,210         | 2,298         | 88           | 3.98%        | 0.39%        |
| 5        | 238000        | Specialty Trade Contractors                                  | 19,305        | 21,175        | 1,870        | 9.69%        | 0.93%        |
|          |               |  |               |               |              |              |              |
| <b>4</b> | <b>31-33</b>  | <b>Manufacturing</b>   | <b>28,138</b> | <b>29,378</b> | <b>1,240</b> | <b>4.41%</b> | <b>0.43%</b> |
|          |               |  |               |               |              |              |              |
| 5        | 311000        | Food Manufacturing   | 9,678         | 10,329        | 651          | 6.73%        | 0.65%        |
| 5        | 312000        | Beverage and Tobacco Product Manufacturing                   | 162           | 179           | 17           | 10.49%       | 1.00%        |
| 5        | 313000        | Textile Mills  | 13            | 11            | -2           | -15.38%      | -1.66%       |
| 5        | 314000        | Textile Product Mills  | 182           | 186           | 4            | 2.20%        | 0.22%        |
| 5        | 315000        | Apparel Manufacturing  | 83            | 69            | -14          | -16.87%      | -1.83%       |
| 5        | 316000        | Leather and Allied Product Manufacturing                     | ***           | ***           | ***          | ***          | ***          |
| 5        | 321000        | Wood Product Manufacturing                                   | 267           | 275           | 8            | 3.00%        | 0.30%        |
| 5        | 322000        | Paper Manufacturing  | 1,054         | 1,099         | 45           | 4.27%        | 0.42%        |
| 5        | 323000        | Printing and Related Support Activities                      | 2,128         | 1,797         | -331         | -15.55%      | -1.68%       |
| 5        | 324000        | Petroleum and Coal Products Manufacturing                    | ***           | ***           | ***          | ***          | ***          |
| 5        | 325000        | Chemical Manufacturing                                       | 2,183         | 2,347         | 164          | 7.51%        | 0.73%        |
| 5        | 326000        | Plastics and Rubber Products Manufacturing                   | 2,109         | 2,357         | 248          | 11.76%       | 1.12%        |
| 5        | 327000        | Nonmetallic Mineral Product Manufacturing                    | 1,574         | 1,754         | 180          | 11.44%       | 1.09%        |
| 5        | 331000        | Primary Metal Manufacturing                                  | ***           | ***           | ***          | ***          | ***          |
| 5        | 332000        | Fabricated Metal Product Manufacturing                       | 1,598         | 1,614         | 16           | 1.00%        | 0.10%        |
| 5        | 333000        | Machinery Manufacturing                                      | 2,960         | 3,197         | 237          | 8.01%        | 0.77%        |
| 5        | 334000        | Computer and Electronic Product Manufacturing                | 707           | 688           | -19          | -2.69%       | -0.27%       |
|          |               |  |               |               |              |              |              |
| 5        | 335000        | Electrical Equipment, Appliance, and Component Manufacturing | 352           | 344           | -8           | -2.27%       | -0.23%       |
| 5        | 336000        | Transportation Equipment Mfg.                                | 474           | 486           | 12           | 2.53%        | 0.25%        |
| 5        | 337000        | Furniture and Related Product Mfg.                           | 1,222         | 1,243         | 21           | 1.72%        | 0.17%        |

|          |               |   |               |               |              |              |              |
|----------|---------------|---|---------------|---------------|--------------|--------------|--------------|
| 5        | 339000        | Miscellaneous Mfg.  | 1,178         | 1,201         | 23           | 1.95%        | 0.19%        |
|          |               |   |               |               |              |              |              |
| <b>4</b> | <b>420000</b> | <b>Wholesale Trade</b>                                      | <b>16,410</b> | <b>16,847</b> | <b>437</b>   | <b>2.66%</b> | <b>0.26%</b> |
|          |               |   |               |               |              |              |              |
| 5        | 423000        | Merchant Wholesalers, Durable Goods                         | 10,319        | 10,723        | 404          | 3.92%        | 0.38%        |
| 5        | 424000        | Merchant Wholesalers, Nondurable Goods                      | 5,174         | 5,200         | 26           | 0.50%        | 0.05%        |
| 5        | 425000        | Wholesale Electronic Markets and Agents and Brokers         | 917           | 924           | 7            | 0.76%        | 0.08%        |
|          |               |   |               |               |              |              |              |
| <b>4</b> | <b>44-45</b>  | <b>Retail Trade</b>   | <b>47,287</b> | <b>47,428</b> | <b>141</b>   | <b>0.30%</b> | <b>0.03%</b> |
|          |               |   |               |               |              |              |              |
| 5        | 441000        | Motor Vehicle and Parts Dealers                             | 6,187         | 6,556         | 369          | 5.96%        | 0.58%        |
| 5        | 442000        | Furniture and Home Furnishings Stores                       | 3,003         | 3,169         | 166          | 5.53%        | 0.54%        |
| 5        | 443000        | Electronics and Appliance Stores                            | 1,037         | 983           | -54          | -5.21%       | -0.53%       |
| 5        | 444000        | Building Material and Garden Equipment and Supplies Dealers | 4,112         | 4,351         | 239          | 5.81%        | 0.57%        |
| 5        | 445000        | Food and Beverage Stores                                    | 9,206         | 9,370         | 164          | 1.78%        | 0.18%        |
| 5        | 446000        | Health and Personal Care Stores                             | 2,916         | 3,052         | 136          | 4.66%        | 0.46%        |
| 5        | 447000        | Gasoline Stations   | 2,477         | 2,560         | 83           | 3.35%        | 0.33%        |
| 5        | 448000        | Clothing and Clothing Accessories Stores                    | 3,886         | 3,716         | -170         | -4.37%       | -0.45%       |
| 5        | 451000        | Sporting Goods, Hobby, Book and Music Stores                | 1,964         | 1,906         | -58          | -2.95%       | -0.30%       |
| 5        | 452000        | General Merchandise Stores                                  | 8,007         | 7,592         | -415         | -5.18%       | -0.53%       |
| 5        | 453000        | Miscellaneous Store Retailers                               | 2,498         | 2,468         | -30          | -1.20%       | -0.12%       |
| 5        | 454000        | Nonstore Retailers  | 1,994         | 1,705         | -289         | -14.49%      | -1.55%       |
|          |               |   |               |               |              |              |              |
| <b>4</b> | <b>48-49</b>  | <b>Transportation and Warehousing</b>                       | <b>23,696</b> | <b>24,928</b> | <b>1,232</b> | <b>5.20%</b> | <b>0.51%</b> |
|          |               |   |               |               |              |              |              |
| 5        | 481000        | Air Transportation  | 317           | 284           | -33          | -10.41%      | -1.09%       |
| 5        | 482000        | Rail Transportation   | 4,390         | 4,549         | 159          | 3.62%        | 0.36%        |
| 5        | 484000        | Truck Transportation  | 11,107        | 11,521        | 414          | 3.73%        | 0.37%        |

|          |               |   |               |               |              |              |              |
|----------|---------------|---|---------------|---------------|--------------|--------------|--------------|
| 5        | 485000        | Transit and Ground Passenger Transportation   | 951           | 964           | 13           | 1.37%        | 0.14%        |
| 5        | 486000        | Pipeline Transportation   | ***           | ***           | ***          | ***          | ***          |
| 5        | 487000        | Scenic and Sightseeing Transportation   | ***           | ***           | ***          | ***          | ***          |
| 5        | 488000        | Support Activities for Transportation   | 1,590         | 1,715         | 125          | 7.86%        | 0.76%        |
| 5        | 492000        | Couriers and Messengers   | 1,962         | 2,192         | 230          | 11.72%       | 1.11%        |
| 5        | 493000        | Warehousing and Storage   | 3,300         | 3,622         | 322          | 9.76%        | 0.94%        |
|          |               |   |               |               |              |              |              |
| <b>4</b> | <b>510000</b> | <b>Information</b>  | <b>10,753</b> | <b>11,319</b> | <b>566</b>   | <b>5.26%</b> | <b>0.51%</b> |
|          |               |   |               |               |              |              |              |
| 5        | 511000        | Publishing Industries (except Internet)   | 2,190         | 1,862         | -328         | -14.98%      | -1.61%       |
| 5        | 512000        | Motion Picture and Sound Recording Industries   | 519           | 535           | 16           | 3.08%        | 0.30%        |
| 5        | 515000        | Broadcasting (except Internet)  | 1,423         | 1,357         | -66          | -4.64%       | -0.47%       |
| 5        | 517000        | Telecommunications  | 1,269         | 1,371         | 102          | 8.04%        | 0.78%        |
| 5        | 518000        | Data Processing, Hosting and Related Services   | 4,155         | 4,655         | 500          | 12.03%       | 1.14%        |
| 5        | 519000        | Other Information Services  | 1,197         | 1,539         | 342          | 28.57%       | 2.54%        |
|          |               |   |               |               |              |              |              |
| <b>4</b> | <b>520000</b> | <b>Finance and Insurance</b>  | <b>39,898</b> | <b>42,330</b> | <b>2,432</b> | <b>6.10%</b> | <b>0.59%</b> |
|          |               |   |               |               |              |              |              |
| 5        | 521000        | Monetary Authorities - Central Bank   | ***           | ***           | ***          | ***          | ***          |
| 5        | 522000        | Credit Intermediation and Related Activities  | 12,971        | 14,378        | 1,407        | 10.85%       | 1.04%        |
| 5        | 523000        | Securities, Commodity Contracts, and Other Financial Investments and Related Activities | 4,173         | 4,440         | 267          | 6.40%        | 0.62%        |
| 5        | 524000        | Insurance Carriers and Related Activities   | 22,648        | 23,400        | 752          | 3.32%        | 0.33%        |
| 5        | 525000        | Funds, Trusts, and Other Financial Vehicles   | ***           | ***           | ***          | ***          | ***          |
|          |               |   |               |               |              |              |              |
| <b>4</b> | <b>530000</b> | <b>Real Estate and Rental and Leasing</b>   | <b>6,291</b>  | <b>6,731</b>  | <b>440</b>   | <b>6.99%</b> | <b>0.68%</b> |
|          |               |   |               |               |              |              |              |
| 5        | 531000        | Real Estate   | 4,885         | 5,212         | 327          | 6.69%        | 0.65%        |
| 5        | 532000        | Rental and Leasing Services   | 1,230         | 1,328         | 98           | 7.97%        | 0.77%        |

|          |               |   |               |               |               |               |              |
|----------|---------------|---|---------------|---------------|---------------|---------------|--------------|
| 5        | 533000        | Lessors of Nonfinancial Intangible Assets (except Copyrighted Works)            | 176           | 191           | 15            | 8.52%         | 0.82%        |
|          |               |   |               |               |               |               |              |
| <b>4</b> | <b>540000</b> | <b>Professional, Scientific, and Technical Services</b>                         | <b>27,849</b> | <b>31,168</b> | <b>3,319</b>  | <b>11.92%</b> | <b>1.13%</b> |
|          |               |   |               |               |               |               |              |
| 5        | 541000        | Professional, Scientific, and Technical Services                                | 27,849        | 31,168        | 3,319         | 11.92%        | 1.13%        |
|          |               |   |               |               |               |               |              |
| <b>4</b> | <b>550000</b> | <b>Management of Companies and Enterprises</b>                                  | <b>15,857</b> | <b>16,728</b> | <b>871</b>    | <b>5.49%</b>  | <b>0.54%</b> |
|          |               |   |               |               |               |               |              |
| 5        | 551000        | Management of Companies and Enterprises   | 15,857        | 16,728        | 871           | 5.49%         | 0.54%        |
|          |               |   |               |               |               |               |              |
| <b>4</b> | <b>560000</b> | <b>Administrative and Support and Waste Management and Remediation Services</b> | <b>30,525</b> | <b>32,161</b> | <b>1,636</b>  | <b>5.36%</b>  | <b>0.52%</b> |
|          |               |   |               |               |               |               |              |
| 5        | 561000        | Administrative and Support Services   | 29,420        | 30,979        | 1,559         | 5.30%         | 0.52%        |
| 5        | 562000        | Waste Management and Remediation Service  | 1,105         | 1,182         | 77            | 6.97%         | 0.68%        |
|          |               |   |               |               |               |               |              |
| <b>4</b> | <b>610000</b> | <b>Educational Services (including state and local gov)</b>                     | <b>41,631</b> | <b>43,809</b> | <b>2,178</b>  | <b>5.23%</b>  | <b>0.51%</b> |
|          |               |   |               |               |               |               |              |
| 5        | 616000        | Education Employment (private + state + local)                                  | 41,631        | 43,809        | 2,178         | 5.23%         | 0.51%        |
|          |               |   |               |               |               |               |              |
| <b>4</b> | <b>620000</b> | <b>Health Care and Social Assistance</b>  | <b>64,637</b> | <b>74,749</b> | <b>10,112</b> | <b>15.64%</b> | <b>1.46%</b> |
|          |               |   |               |               |               |               |              |
| 5        | 621000        | Ambulatory Health Care Services   | 20,735        | 26,507        | 5,772         | 27.84%        | 2.49%        |
| 5        | 623000        | Nursing and Residential Care Facilities   | 11,790        | 12,504        | 714           | 6.06%         | 0.59%        |
| 5        | 624000        | Social Assistance   | 11,582        | 13,016        | 1,434         | 12.38%        | 1.17%        |
| 5        | 626000        | Hospital Employment (private + state + local)                                   | 20,530        | 22,722        | 2,192         | 10.68%        | 1.02%        |
|          |               |   |               |               |               |               |              |

[illegible]

|   |
|---|
| *** Data Suppressed due to Confidentiality  |
| - NAICS represents the North American Industrial Classification System.   |
| - Industry totals and rollups may not be additive due to the suppression of non-disclosable Industry cells.                   |
| - The Omaha Consortium includes the Nebraska counties of Cass, Douglas, Sarpy, Saunders and Washington.                       |
|   |
| Produced by The Nebraska Department of Labor, Office of Labor Market Information, Workforce Information Grant Unit, July 2020 |

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the recipient and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This product is copyrighted by the institution that created it. Internal use by an organization and/or personal use by an individual for non-commercial purposes is permissible. All other uses require the prior authorization of the copyright owner.

## **Louisville High School Work Release Application**

Student Name: \_\_\_\_\_

Cumulative GPA: \_\_\_\_\_ Total Credits to Date: \_\_\_\_\_

In order to be eligible for an early work release, students must continue to meet the following criteria:

1. Students must be a senior, on track for graduation and have no credit deficiencies at the time of application.
2. Students must satisfy all State testing requirements for graduation.
3. Receive parent/legal guardian permission for work release.
4. Students are responsible for his/her own transportation.
5. Have all work release forms on file with the high school Work-Based Learning teacher.
6. Students must be employed at least 10-20 hours each week during the term (semester).
7. Students will submit a weekly Work Schedule Form to the Work-Based Learning teacher (required).
8. Students will submit a weekly Work Journal Form to the Work-Based Learning teacher (required).
9. Students will provide weekly/bi-weekly pay stubs to the Work-Based Learning teacher to ensure continuing employment (required).
10. Have submitted this application to the Work-Based Learning teacher at least 2 weeks prior to beginning work.
11. Students are responsible for rearranging his/her work schedule when LHS has a unscheduled delayed opening (must attend school) or closing.
12. Students may lose the privilege of early work release if he/she fails to attend LHS classes on a regular basis or exceeds 10 day limit, fails classes, or is declared ineligible under school rules.
13. Students must follow the standard of behavior in the workplace. He/She will follow the rules/guidelines given to them by the business and adhere to them. It is the right of the employer to release/fire you for disobeying employment rules/guidelines or inefficient work quality.
14. If required documents are not submitted regularly or if employment is terminated before the end of the semester term, students will be required to return to school and given a "Must-do" assignment to complete the term (otherwise an Incomplete grade is awarded).

Requests for work release are granted only if approved by building Principal and Counselor.

High School Principal Signature: \_\_\_\_\_

High School Counselor Signature: \_\_\_\_\_

*Signing below indicates you have read and understand the work release requirements.*

Student Signature: \_\_\_\_\_

*Signing below indicates you have read and understand the work release requirements and you are in agreement that your child will participate in a partial day, senior year schedule.*

Parent/Guardian Signature: \_\_\_\_\_

To be completed by the student:

Where do you plan to work?

When will your first day of work be?

What is your main reason for requesting early work release (be specific)?

Student/Parent Information

Student Home Address: \_\_\_\_\_

Student Phone Numbers:      Cell #: \_\_\_\_\_      Home #: \_\_\_\_\_

Whom does student reside with (circle one):      Mother      Father      Both      Guardian

Mother's Name: \_\_\_\_\_ (Guardian, if applicable)

Address: \_\_\_\_\_

Mother's Phone Numbers:      Cell #: \_\_\_\_\_      Home #: \_\_\_\_\_

Fathers Name: \_\_\_\_\_ (Guardian, if applicable)

Address: \_\_\_\_\_

Mother's Phone Numbers:      Cell #: \_\_\_\_\_      Home #: \_\_\_\_\_

Emergency Contact:

Name of Person: \_\_\_\_\_      Cell #: \_\_\_\_\_



Employment Information:

Name of Business: \_\_\_\_\_

Business Address: \_\_\_\_\_  
\_\_\_\_\_

Owner/Manager/Supervisor Name: \_\_\_\_\_

Owner/Manager/Supervisor Email: \_\_\_\_\_

Owner/Manager/Supervisor Phone Number: \_\_\_\_\_

First Date of Employment: \_\_\_\_\_

Tentative/Planned Work Days and Hours (Subject to change):

|           | 12:00<br>– 1:00 | 1:00 –<br>2:00 | 2:00 –<br>3:00 | 3:00 –<br>4:00 | 4:00 –<br>5:00 | 5:00 –<br>6:00 | 6:00 –<br>7:00 | 7:00 –<br>8:00 | 8:00 –<br>9:00 |
|-----------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Monday    |                 |                |                |                |                |                |                |                |                |
| Tuesday   |                 |                |                |                |                |                |                |                |                |
| Wednesday |                 |                |                |                |                |                |                |                |                |
| Thursday  |                 |                |                |                |                |                |                |                |                |
| Friday    |                 |                |                |                |                |                |                |                |                |
| Saturday  |                 |                |                |                |                |                |                |                |                |
| Sunday    |                 |                |                |                |                |                |                |                |                |

Other comments:

*Signing below indicates that you have read and understand the work release requirements.*

Owner/Manager/Supervisor Signature: \_\_\_\_\_

## **Work Based Learning (WBL) Policy (Early Release for Work)**

The following are guidelines/policies set forth for best learning practices for the student using the early work release program.

### Purpose:

The purpose of the early work release program is to allow the student the experience of working, hopefully in the field area to which the student will be looking for a career in. Students will gain an understanding of the importance of positive work habits and attitudes.

### School Credits:

Seniors only elective class. The early work release program will account for 5 semester credits.

### Grading:

Evaluation of a student's progress in the program shall be a joint effort by the employer and Work Based Learning teacher. The Work Based Learning teacher will complete the actual grading using the formula below.

The grade will be determined as follows:

|   |       |      |
|---|-------|------|
| Employer evaluations                          | ----- | -40% |
| Class and/or Journal Assignments              | ----- | -30% |
| Submission of Work/Wage Documents (pay stubs) | ----- | -30% |

### Attendance:

The student must assume the responsibility of regular attendance, at school and the workplace. Below are the guidelines that must be followed to stay eligible for the early work release program:

1. If the student does not attend school, he/she cannot report to the job site without permission from the instructor.
2. The student must sign out prior to leaving the school premises.
3. The student must go to work every day that you are required to be in school. If the student does not work on a school day, he/she will report to the high school media room and work on class projects.
4. If the student is sick and does not attend school, he/she must contact their employer no later than the morning (10:00 a.m.) of that day.
5. If the student knows in advance that he/she will be unable to attend work, he/she must contact their employer as soon as possible—no less than a 24-hour notice is highly recommended.
6. It is encouraged for the student to schedule all medical appointments for some other time outside of work hours. If the student has a medical appointment during work hours, as mentioned above, the student will give prior notice to the employer of their scheduled absence.
7. If an absence is due to a death in the family, the student must notify the employer of their absence.
8. Unexpected absences are strongly discouraged due to undesirable work ethic. A No-Show to work, without a phone call or prior approval will result in an "offense".

- a. First offense will result in a written warning by the employer—documented on weekly employer evaluation sheet. No additional class work will be given.
  - b. Second offense will result in possible removal from employment. Additional class work will be assigned.
  - c. Third offense will result in removal from employment and class work will be assigned to be completed.
9. If the student is in extracurricular activities, he/she must give prior notice to the employer of missed work days or need to leave early to return to school for activity.

#### Early Release Sign Out

All early work release students must sign out after 4<sup>th</sup>/5<sup>th</sup> period. Sign out sheets will be located at the high school office. The student must leave immediately after signing out. The student is responsible to leave the parking area in an appropriate manner.

#### Suspension/ISS/Detention

If a student is suspended from school, they may not participate in any school-related activity including the early work release program. Students assigned to ISS (in-school suspension) will not be allowed to leave early to attend work. If a teacher assigns a detention, he/she must serve the detention at the convenience of the teacher—work commitments do not excuse a student from serving detention (therefore avoid detentions and remember numerous detentions can be reason for withdrawal from the early work release program).

#### Transportation

The student and/or their parents/guardians must provide transportation to workplace. Students are prohibited from providing rides to work for other students unless the school has written permission from parents/guardians of both the driver and passenger and school administration. All expenses incurred in traveling to and from the workplace is the responsibility of the student.

#### Insurance Coverage

Health and Auto Insurance is to be provided by the student or parents/guardians for coverage going to work and while at the workplace.

#### Place of Employment

The school reserves the right to approve the place of employment if the place of employment does not meet the standards as designated by the school. The student may not be self-employed. The employer may not be a parent or guardian of the student.

#### Job Changes

A student cannot change a job without permission of the Work Based Learning teacher. Only under extreme circumstances will a change in jobs be allowed. (Under normal circumstances, students are expected to keep the same employer while participating in the early release program.) A conference must be scheduled and appropriate forms that are required must be completed and submitted to the WBL teacher prior to the conference.

If a student quits a job, it will be treated the same as being fired and the student will be required to attend school in the afternoon and work on projects for the remainder of the term.

### Firing/Laid Off

Any student who is fired for just cause from his/her job will be required to attend school in the afternoon and work on projects to complete the term and receive a grade and credits.

Any student who is laid off due to not enough work, will be allowed to find another place of employment. The student will be given a two-week period to find new employment. When a new place of employment has been located, the required paperwork must be completed and turned in to the Work Based Learning teacher.

### Employment Limitations

Students under the age of 18 will not be assigned hazardous tasks as defined by the U.S. Secretary of Labor. Hazardous tasks are defined as any non-agricultural task including but not limited to the following:

- a. Manufacturing and storing explosives
- b. Motor vehicle driving
- c. Coal mining
- d. Logging and saw milling
- e. Power-driven woodworking machines
- f. Exposure to radioactive substances
- g. Power-driven hoisting apparatus
- h. Power-driven metal forming, punching, and shearing machines
- i. Mining, other than coal mining
- j. Slaughtering or meatpacking, processing or rendering
- k. Power-driven bakery machines
- l. Power-driven paper-products machines
- m. Manufacturing brick, tile, and kindred products
- n. Power-driven circular saws, band saws, and guillotine shears
- o. Wrecking, demolition and ship-breaking operations
- p. Roofing operations
- q. Excavation operations

This is verification that the student and parent/guardian have read and signed all necessary forms for the early work release program at Louisville High School. All questions should be answered before completing the necessary forms. The signatures below serve as proof that the student and parent/guardian have read and fully understand the policies of the Louisville High School Work Based Learning Program. It is student's responsibility to make sure they stay in compliance with the guidelines set by the school and employer.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Work Based Learning Program Early Work Release Employer Form**

On behalf of the Work Based Learning Program at Louisville High School, we would like to thank you for your willingness to work with and evaluate our students.

The need for communication will be a top priority for all involved—student, school and employer. Along with that, making sure all rules/guidelines are followed so the student gets the best work experience as possible will also be a priority. Through this document, we hope to cover all areas so as to alleviate any possible misunderstandings or problems.

### Student Responsibilities To You

**Work Policy** - The student is your employee, so it is their responsibility to be a good employee—following all business policy and guidelines set forth by you. Any infractions of rules/guidelines that the student commits during their work time should be documented on the employer weekly evaluation form and become part of your evaluation grade.

**Absence** - The student has the responsibility to notify the employer of any absence from work. If they know of future absences, they are to notify you at least 24 hours in advance. If they are ill, they are to notify you by 10:00 a.m. that day. The student is not allowed to miss school in the morning and work the afternoon/evening. Absenteeism can be a reason for dismissal from employment and subject to repercussions in the early work release program.

**School Schedule** - If the school has an event that changes the normal scheduled day, then the student has school as the priority and must stay in school for the whole day—example would be a modified testing schedule. Also included would be weather-related change of schedule, such as a late start. If school gets cancelled, then the student has the obligation to contact you and has the option to work/not work.

### Employer Responsibilities to Student

**Work Experience** - Try to provide a variety of work experiences for the student to gain valuable insight into the workplace environment. Employ the student for 15-20 hours per week, preferably during the afternoon hours. Provide occupational guidance to the student, setting them up for future career success.

**Evaluation** - To evaluate the student on a weekly basis, letting the student know of any shortcomings and/or positive actions and submitting the evaluation forms in a timely manner to the Work Based Learning teacher.

**Federal/State Regulations** - To adhere to all federal and state regulations including child labor laws and minimum wage/income tax and social security withholding regulations.

**Training** - To provide safety training or other needed training for the tasks the student will be performing on the job.

I have read the above and will carry out the responsibilities to the best of my ability.

Employer Signature: \_\_\_\_\_

## Employer Evaluation Form Weekly Report

*Each week, the employer shall mail, fax, email or deliver the attendance/evaluation form to the school Work-Based Learning teacher.*

**Student Name:**

**Business Name:**

**Employer/Supervisor Name:**

**Signature:**

**Week of:** mm/dd/year                      **to**                      mm/dd/year

|                  | Date | Time In | Time Out | Hours Worked | Absence |
|------------------|------|---------|----------|--------------|---------|
| <b>Monday</b>    |      |         |          |              |         |
| <b>Tuesday</b>   |      |         |          |              |         |
| <b>Wednesday</b> |      |         |          |              |         |
| <b>Thursday</b>  |      |         |          |              |         |
| <b>Friday</b>    |      |         |          |              |         |
| <b>Saturday</b>  |      |         |          |              |         |
| <b>Sunday</b>    |      |         |          |              |         |

*(Use the following abbreviations for Absence column: SR-School Related, CI-Called in, NS-No show and did not call in prior)*

### **Employer/Supervisor Evaluation:**

*Please indicate the student's performance in each of the following areas by circling the appropriate rating.*

|                       |           |              |                |
|-----------------------|-----------|--------------|----------------|
| <b>Punctuality:</b>   | Excellent | Satisfactory | Unsatisfactory |
| <b>Dependability:</b> | Excellent | Satisfactory | Unsatisfactory |
| <b>Cooperation:</b>   | Excellent | Satisfactory | Unsatisfactory |
| <b>Initiative:</b>    | Excellent | Satisfactory | Unsatisfactory |
| <b>Attitude:</b>      | Excellent | Satisfactory | Unsatisfactory |
| <b>Appearance:</b>    | Excellent | Satisfactory | Unsatisfactory |
| <b>Follows Rules:</b> | Excellent | Satisfactory | Unsatisfactory |

**Additional Comments:**

## **Work Based Learning Program Early Work Release Parent Understanding**

For student enrollment into the early work release program, the student and parents/guardian need to provide the required information below and sign/date the form at the bottom.

### Early Release

I understand that my son/daughter, \_\_\_\_\_, is enrolled in the early work release program at Louisville High School and that my son/daughter will be dismissed from school at the end of his/her regularly scheduled classes each day.

I assume full responsibility for my son/daughter after dismissal from school, including days when my son/daughter is not required to be on the job.

I will not permit my son/daughter to report to the job on any day that the he/she does not attend school.

### Insurance

I also understand that my son/daughter must be covered by automobile accident insurance in order to drive to and from work and health insurance to be a member of the work force.

Automobile Accident Insurance Provider: \_\_\_\_\_  
Policy #: \_\_\_\_\_

Health Insurance Provider: Purchased through school or \_\_\_\_\_  
Provider: \_\_\_\_\_  
Policy #: \_\_\_\_\_

### Work Release Policy

I will cooperate with the school and employer in being responsible for the student's conduct and attendance while enrolled in the early work release program.

I will discuss any special problems with the Work Base Learning teacher.

Student Name (Printed): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Printed Name: \_\_\_\_\_

## Transportation Agreement

**THIS AGREEMENT**, dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by and between \_\_\_\_\_ and \_\_\_\_\_ (hereafter “Parent”) and the **LOUISVILLE SCHOOL DISTRICT** (hereafter “District”),  
**WITNESSETH:**

**WHEREAS**, \_\_\_\_\_ (hereafter “Student”) the minor child of Parent, is enrolled as a student in District and has chosen to participate in an elective option provided by District which involves the placement of Student in a work-site located at such distance from the school attended by student as to necessitate the need for transporting Student to and from the school and such work-site; and

**WHEREAS**, District is neither required nor able to provide such transportation.

**THEREFORE**, in consideration of the opportunity for Student to participate in such optional worksite experience program, Parent agrees that Parent or Student will provide all required transportation from the Student’s school to and from the designated work-site.

Parent further certifies that Parent and Student at the time such transportation is furnished will be duly licensed to operate a motor vehicle in the State of Nebraska and will meet the proof of financial responsibility standards for liability on account of motor vehicle accidents.

Parent further agrees to indemnify and hold District harmless from any and all claims, damages, demands, actions, costs and charges to which District may be subject or which it may have to pay arising out of, either directly or indirectly, any act or omission of Parent or Student in connection with the transportation described above.

**IN WITNESS WHEREOF**, Parent (whether one or both) and Student have hereunto set his/her/their hand(s) this \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_\_. If only one Parent is signatory hereto, that Parent certifies that he/she is authorized to execute the same on behalf of both Parents.

\_\_\_\_\_  
(Sign Name Here) (Parent) \_\_\_\_\_ (Parent)  
(Sign Name Here)

\_\_\_\_\_  
(Print Name Here) \_\_\_\_\_  
(Print Name Here)

\_\_\_\_\_  
(Sign Name Here) (Student)

\_\_\_\_\_  
(Print Name Here)



## Student Work Schedule Form Weekly Report

*At the **BEGINNING of Each Week**, the student shall submit a Weekly Work Schedule form to the school Work Based Learning teacher.*

**Student Name:**

**Business Name:**

**Employer/Supervisor Name:**

**Week of:**      mm/dd/year                      **to**                      mm/dd/year

To complete the table below, follow these guidelines:

Date Column:                      Write in numeric form, example March 12 would be 3/12

Time In Column:                      Write in the scheduled start time at work

Time Out Column:                      Write in the scheduled ending time at work

Hours Worked Column:                      Write in the scheduled number of hours you are to work that day

Absence Column:                      Write in any planned absences using the following abbreviations:  
SR=School Related, DE=Doctor Excused, PE=Parent Excused

|                  | Date | Time In | Time Out | Hours<br>Planned | Absence |
|------------------|------|---------|----------|------------------|---------|
| <b>Monday</b>    |      |         |          |                  |         |
| <b>Tuesday</b>   |      |         |          |                  |         |
| <b>Wednesday</b> |      |         |          |                  |         |
| <b>Thursday</b>  |      |         |          |                  |         |
| <b>Friday</b>    |      |         |          |                  |         |
| <b>Saturday</b>  |      |         |          |                  |         |
| <b>Sunday</b>    |      |         |          |                  |         |

Reminder: It is the RESPONSIBILITY of the student to inform the employer of any future absence known to occur. A two-week notice is the preferred time given to an employer for notice of absence.

## Student Work Journal Form Weekly Report

***At the END of Each Week,** the student shall submit a Weekly Work Journal form to the school Work Based Learning teacher.*

**Student Name:**

**Week of:**      mm/dd/year                      **to**                      mm/dd/year

Complete the table below at the end of a work day. Dates should correspond to Schedule form submitted at the beginning of the week:

|                              | Date | Actual<br>Time In | Actual<br>Time Out | Actual Hours<br>Worked | Actual<br>Absence |
|------------------------------|------|-------------------|--------------------|------------------------|-------------------|
| <b>Monday</b>                |      |                   |                    |                        |                   |
| Journal<br>Of<br>Experiences |      |                   |                    |                        |                   |
| <b>Tuesday</b>               |      |                   |                    |                        |                   |
| Journal<br>Of<br>Experiences |      |                   |                    |                        |                   |
| <b>Wednesday</b>             |      |                   |                    |                        |                   |
| Journal<br>Of<br>Experiences |      |                   |                    |                        |                   |
| <b>Thursday</b>              |      |                   |                    |                        |                   |
| Journal<br>Of<br>Experiences |      |                   |                    |                        |                   |
| <b>Friday</b>                |      |                   |                    |                        |                   |
| Journal<br>Of<br>Experiences |      |                   |                    |                        |                   |
| <b>Saturday</b>              |      |                   |                    |                        |                   |
| Journal<br>Of<br>Experiences |      |                   |                    |                        |                   |
| <b>Sunday</b>                |      |                   |                    |                        |                   |
| Journal<br>Of<br>Experiences |      |                   |                    |                        |                   |

## **Student Withdrawal Form**

If a student elects to withdrawal from the early work release program or quit a job, they must complete the form below, submit it to the Work Based Learning teacher and schedule a time to meet with the committee of High School principal, High School counselor and Work Based Learning teacher.

**Student Name:**

**Business Name:**

**Employer/Supervisor Name:**

Describe your reason(s) for requesting to withdrawal from the program or quit the job:

**Student Signature:**

**Date:**

**Parent Signature:**

**Date:**

**Employer Signature:**

**Date:**

## WORK-BASED LEARNING BUSINESS/COMMUNITY SURVEY

Business Name \_\_\_\_\_ Type of Business \_\_\_\_\_

Address \_\_\_\_\_  
(Street) (City) (Zip Code)

Telephone \_\_\_\_\_ Fax \_\_\_\_\_

Email \_\_\_\_\_

Owner's Name \_\_\_\_\_ Manager's Name \_\_\_\_\_  
(If different from Owner)

Contact Person \_\_\_\_\_

Contact Email (If different from above) \_\_\_\_\_

*Work-Based Learning is a integral component of Career and Technical Education which helps students prepare for a chosen career objective. It can be a mutually beneficial experience for employers, students, schools, and the community. Work-Based Learning combines real occupational experiences with classroom instruction which can lead to improved skills, higher efficiency, and a better-trained labor pool.*

### **To Be Completed by Possible Work-Based Learning Business:**

Have you/Do you hire students who are enrolled in high school? YES NO

Would you be willing to provide work experience opportunities for Work-Based Learning students? YES NO

If you currently have a student working for you, would you be willing to integrate Work-Based Learning during the school term? YES NO

If Yes to above questions, please list the part-time position(s) your company offers students:

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |

What selection procedures and instruments do you use when hiring? (*Check all that apply*)

- |  |  |
|--|--|
| <input type="checkbox"/> Application Form              | <input type="checkbox"/> Minimum Age ( <i>Specify</i> _____) |
| <input type="checkbox"/> Interview                     | <input type="checkbox"/> License or Certification            |
| <input type="checkbox"/> Paper/Online Test             | <input type="checkbox"/> Performance Test                    |
| <input type="checkbox"/> Physical Exam or Health Check | <input type="checkbox"/> Drug Screening                      |
| <input type="checkbox"/> Teacher Recommendation        | <input type="checkbox"/> School Transcripts                  |
| <input type="checkbox"/> Family/Friend Recommendation  | <input type="checkbox"/> Skill in Specific Computer Program  |
| <input type="checkbox"/> Skill in a Specific Area      | <input type="checkbox"/> Other ( <i>Specify</i> _____)       |
| ( <i>Specify</i> _____)                                |  |

Please list the types of learning experiences and specific skills that you can provide potential Work-Based Learning student/employees: (Examples: Telephone usage, Mail procedures, Cash Register, Sales, Services, etc.)

---

---

---

What fundamental skills do you need from prospective employees? \_\_\_\_\_

---

What specific skills do you need from prospective employees? \_\_\_\_\_

---

Other ways you would be willing to provide the school with Work-Based Learning opportunities (*Check all that apply*):

☐ Guest Speaker in classroom (Grade preferences: \_\_\_\_K-5, \_\_\_\_6-8, \_\_\_\_9-12)

☐ Field Trip location for individual classes

☐ Job Shadowing

☐ Career Fair participant

☐ Other \_\_\_\_\_

**THANK YOU FOR YOUR TIME AND CONSIDERATION IN FILLING OUT THIS FORM!**

# reVision Community Engagement Feedback

November 20, 2019

## Why is it difficult to find workers in your community?

### What are your pain points?

- Social skills
- Sales/Answering phones
- Handwriting
- Background checks
- Want/ability to do physical labor
- Unaware of what the job is/unaware of options
- Lack of communication skills
- Lack of networking skills
- Lack of patience to get from entry level to President
- Competition and lack of applicants
- Small businesses not able to compete with big businesses (i.e. benefits and wages)
- Proximity to Omaha - workers will go there to get higher pay and benefits
- Licensing requirements - must be licensed - costly and difficult to pass exams
- People do not know about our industry
- Ability to self-learn/problem solve
- Potential employees do not have the needed skills
- Technical skills and soft skills - hard to find someone with both
- People that want to get dirty and do the hard work
- Technology Skills - all aspects. Technology is at a negative employment rate:
  - Coding
  - Business analysts
  - Systems analysts
  - Cyber Security
  - Data Science
- Under educated
- Lack ability
- Curiosity
- Leadership
- Technical awareness
- Experience - lack of internships
- Dependability - employees who show up everyday and on time
- Lack of physical rigor to adapt to heavy constructive environment
- Lack of initiative - stagnant and retaining information
- Thinking short-term ("gig") rather than about a career
- Entitlement - demand higher wages without experience or performance to support
- Lack flexibility for shift work and Saturday work
- Persona life issues - finances, debt, marriage and family problems, negatively impact employee performance
- Pay

- Number of available applicants
- Ability to pass required certifications
- Employee's unrealistic expectations
- Better pay in bigger areas
- Work ethic
- Communication skills
- Time management skills
- What have you done for me lately? - mentality
- Due to low employment, accountability to the employer becomes increasingly difficult
- Competitive job market makes hiring and retaining difficult
- Supply of applicants
- Migration out of state
- Employees perception of hours of work
- Struggle with ability to handle stress
- Looking to start at the TOP
- Interpersonal skills
- Ability to problem solve
- Ability to handle stress
- Level of interest in operations
- Amount of available people

### Question 1

#### **What strategies can we use to help students master the Nebraska Career Readiness Standards? How should their mastery be measured/documented?**

- Like Intern Omaha - connect students to internships to provide them
- Partner with area schools and businesses to something similar
- Have a "career class" where they have to experience a simulated work environment
- Start early - middle or elementary - 2
- Embed into classroom procedures
- Reflect on core classes on standards and how they connect to the content being learned.
- Create opportunities for job shadowing and internships with curriculum built in
- Hands-on activities
- Career Fairs - 2
- Job shadowing - elective class
- CNA - Medical track courses
- More IT Development
- AP and Dual Credit and permanent HAL curriculum
- Internships
- CareerRockit experiences
- Career awareness and education starting in the elementary
- Career speakers

- Partnerships with businesses
- Clubs supporting careers i.e. robotics, SkillsUSA

### Question 2 -

**Reflecting on the Nebraska Career & Technical Education Model and the data presented, what courses should our school offer to prepare students for careers in our future economy?**

- Banking
  - Financing a loan
  - Credit scores - impact
- CNA class - 2
- More "certificate" classes (like CNA)
- Sales and Marketing
- Trades - 7 - (construction/technical, construction, plumbing, HVAC, electrical, welding)
- Soft skills - job interviews, building resumes, developing newspapers
- Interviewing skills
- People skills
- Interpersonal communication
- Machine mechanics
- Career exploration
- Technology
  - Coding
  - Automation?
  - Robotics
- Entrepreneurship - building a business
- AP and HAL

### Question 3

**What strategies should our school and/or community employ in order to prepare our students for careers in our future economy?**

- Job shadowing - 3
- Mentoring
- Career Fair/CareerRockit - 4
- Partner with local businesses and community colleges/alumni - 2
- Mock interviews with community businesses
- Student organization night with parents to let kids know what our school offers
- Incorporate skills in existing classes
- Practical experience - maybe an internship or actual job during part of the school day





- Real work jobs - i.e. building a shed in class like what Mr. Peterson did
- Work study/internships
- System of regular speakers about careers
- Students need to hear stories of adults in career paths
- Internships
- Career immersion
- Clubs
- Speakers from community
- Career awareness
- Build a house
- Co-op a business

## Career Readiness Staff Survey

Questions [Responses](#) 25

25 responses



Not accepting responses

Message for respondents

This form is no longer accepting responses

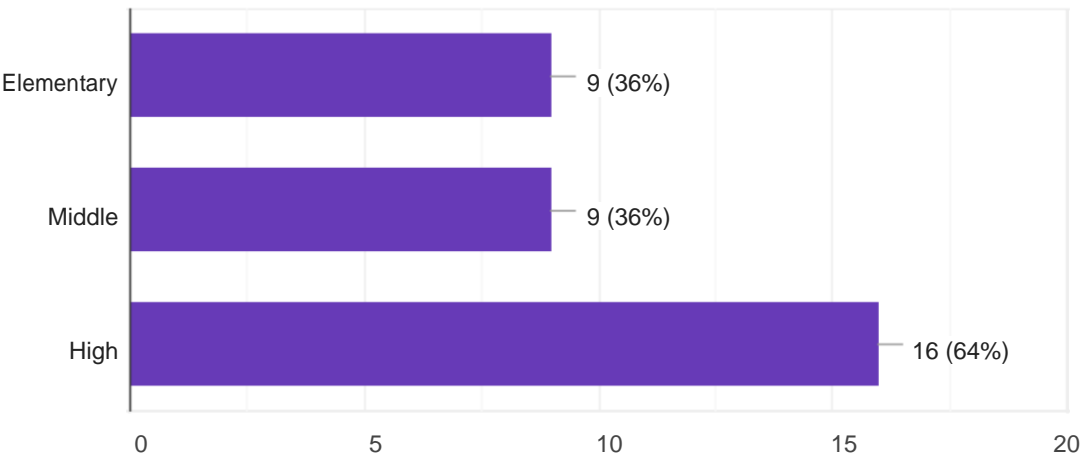
Summary

Question

Individual

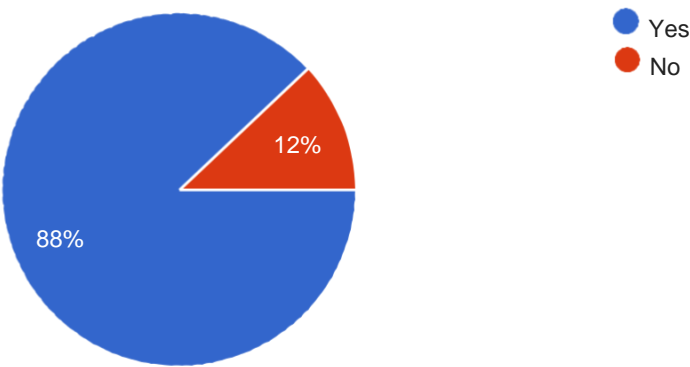
What grade levels do you teach? (Select all that apply).

25 responses



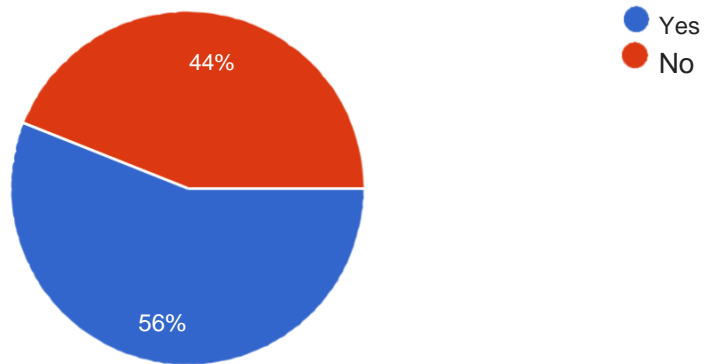
Do you know what Career Readiness is?

25 responses



## Do you currently teach Career Readiness?

25 responses



## If yes, what do you do?

13 responses

Adult living class, foods looks up careers, facts 7 does a career search

Coding, Robotics and Cybersecurity social studies and science

Problem Solving, Thank you notes, letter writing, Presentation skills, group work,

Career Exploration and Job Skills

My curriculum focuses on critical thinking, analysis, public speaking, group work, and written expression.

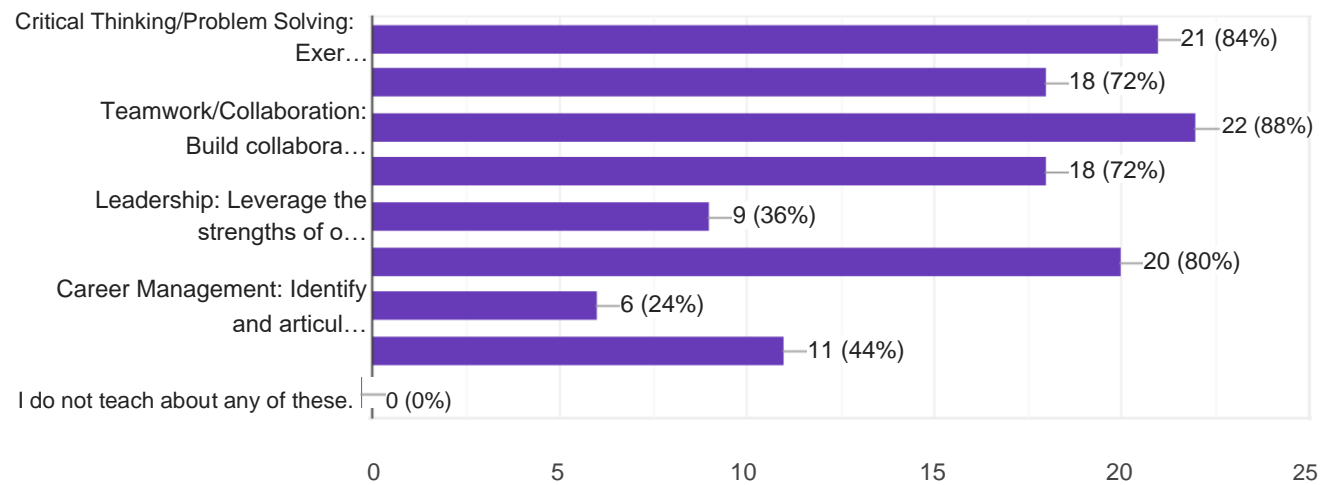
Not as a particular class, but I teach the math skills necessary to be career ready. I show the students how what we do in class would be relevant in certain careers.

Focus on 21st Century Skills Marzano and soft skills. High school and elementary.

Teamwork/Leadership

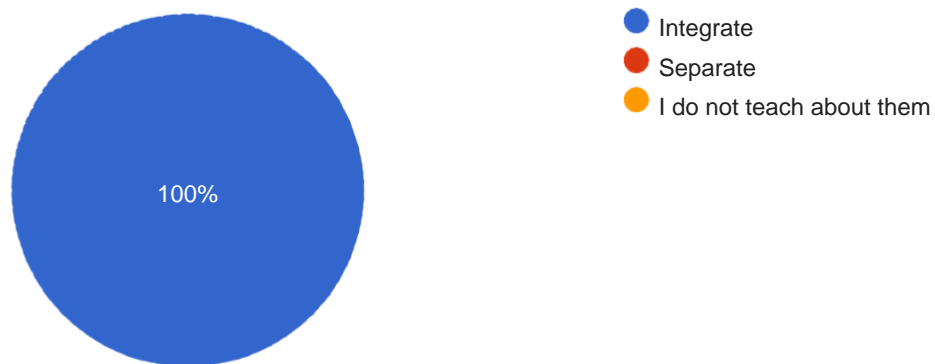
Below are the 8 common Competencies to Career Readiness (National Association of Colleges and Employers). Check the Competencies that you teach in your class:

25 responses



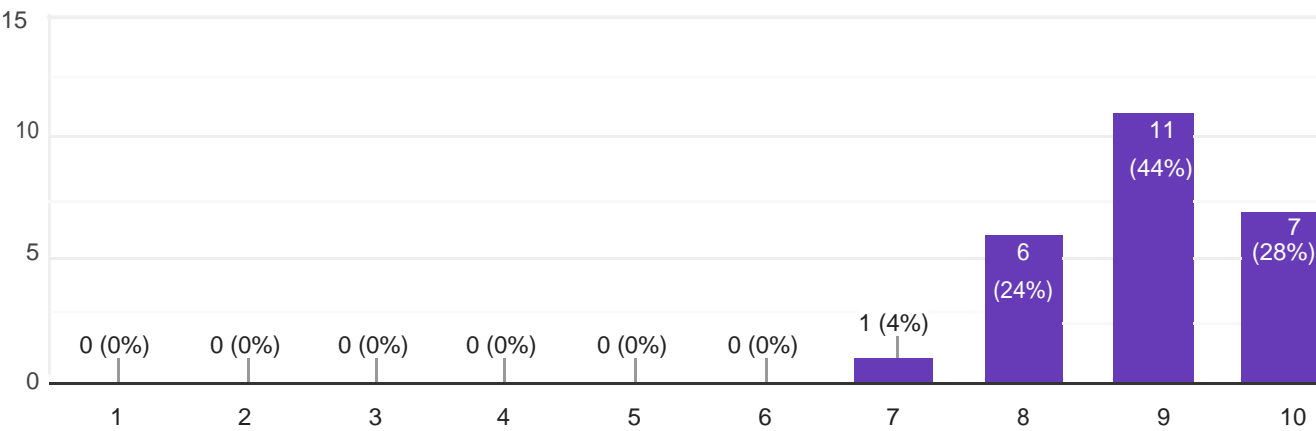
Of the above Competencies, do you integrate them within lessons or do you make separate lessons for them?

25 responses



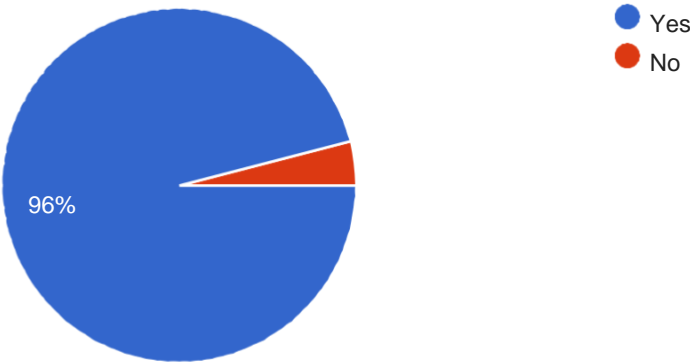
On a scale of 1 to 10, how important is teaching Career Readiness to students?

25 responses



If given resources, would you be able to integrate/incorporate the Career Readiness curriculum into your class?

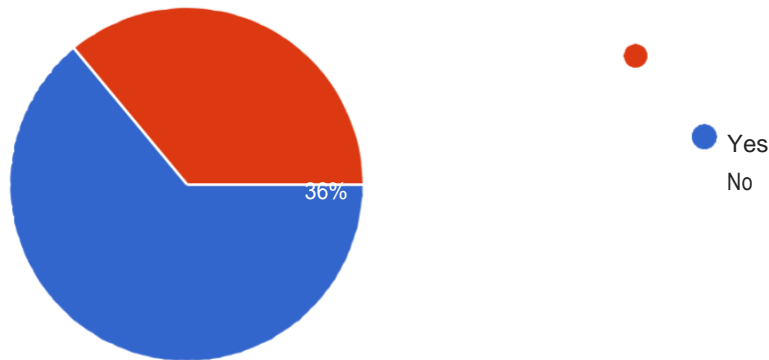
25 responses





Would you be interested in having a Professional Development day dedicated to discussion Career Readiness, and how to integrate/incorporate it into your class curriculum?

25 responses



## Career Readiness Survey- Local Businesses

Questions Responses 5

5 responses



Not accepting responses



Message for respondents

This form is no longer accepting responses

Summary

Question

Individual

## Who has responded?

### Email

heidi@teamtenacious.com

mark@228main.com

jwinkler@papionrd.org

andy\_mixan@hotmail.com

debderby5@gmail.com



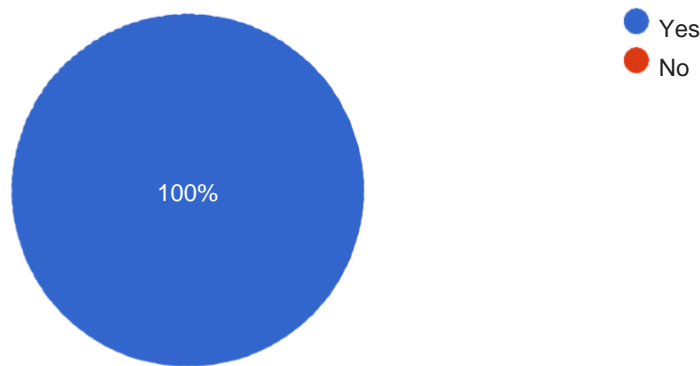
What is your Name and Business Name

5 responses

- Derby's Heating & Air, Inc.
- Andy Mixan - Hometown Team Real Estate (BHHS Ambassador)
- Tenacious Realty
- Papio Missouri River Natural Resources District
- Mark Leibman 228Main.com and Leibman Financial Services

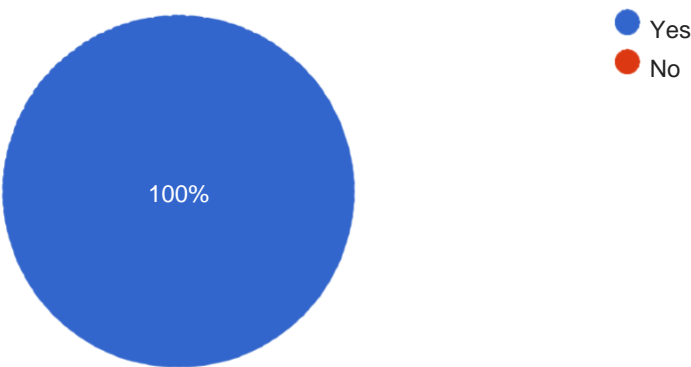
We required an email at the top of this form. Would it be okay to keep for our records for future reference? If not, we will delete after compiling results.

5 responses



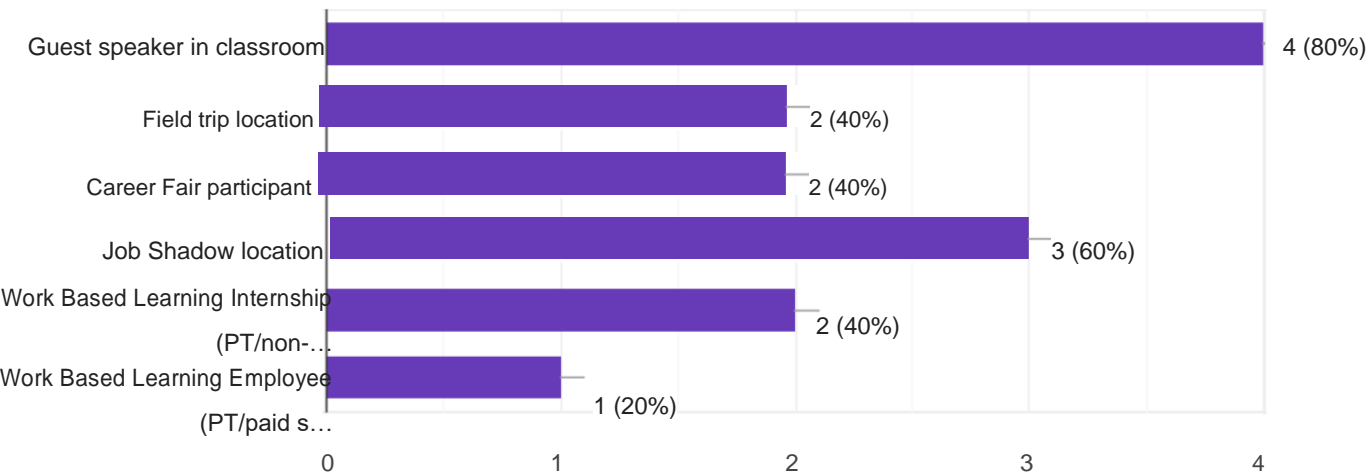
Would you be open to/available for collaboration with LPS class(es) in regards to helping with Career Readiness?

5 responses



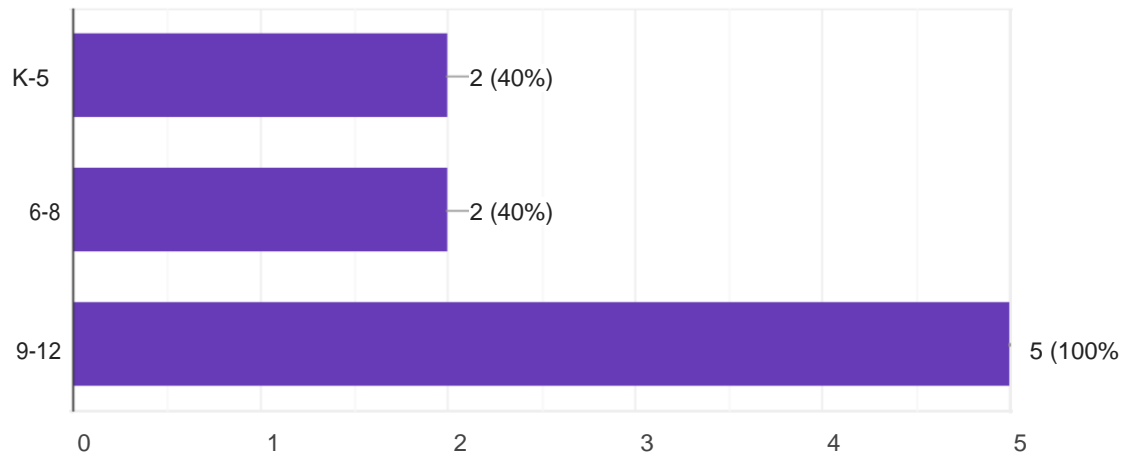
If yes, which ways would you like to collaborate? (check all that apply).

5 responses



If you said yes to being a speaker or hosting a field trip, what grade levels would you feel comfortable working with?

5 responses



What Career Readiness skills do you think are important for students to learn?

5 responses

time management, communication, reliable, willing to learn

Basic Business education & Entrepreneurial Mindset

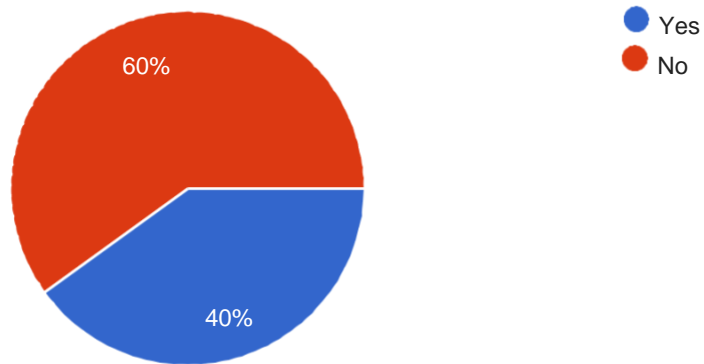
Flexibility and learning as much as possible about how company works so employees can help one another and never hear "that's not my job"

Critical Thinking Skills

interpersonal skills, working with others, responsibility (taking care)

Have you taken any CTE courses (Business, FACs, Industrial Tech., Info. Tech.)?

5 responses



If yes, which ones?

2 responses

Business, FACS, Industrial Tech in high school and Business classes during MBA degree

Business classes, metals, woods

What suggestion(s) do you have that the school can do to help give you “career ready” employees?

4 responses

educate them on work ethic, responsibility, reliability

Cultivate Students Interests. My biggest advice I can give you young kids wanting to go to college is to major in business if they don't have a specific course of study that they have their heart set on. Teach basic business fundamentals and entrepreneurial mindset.

Teach them real world soft skills like negotiation, public speaking, conflict resolution, basic accounting, being punctual, manage a schedule.

help students understand the role of business as a way to meet the needs of people (customers)

Career Readiness Survey- Parents/Guardians

Are there any additional comments important for School/Community

QuestionsResponses60  
1 response

collaboration on career readiness:?

60 responses

LPS needs to take advantage of the multiple CTE and Trade opportunities available to its students to get real world experience in the trades and technical fields. They are there for the taking and have been presented to the school leadership.

Not accepting responses



Message for respondents



This form is no longer accepting responses

Summary

Question

Individual



My child(ren) is/are in the following grade levels. (select all that apply)



60 responses

Elementary

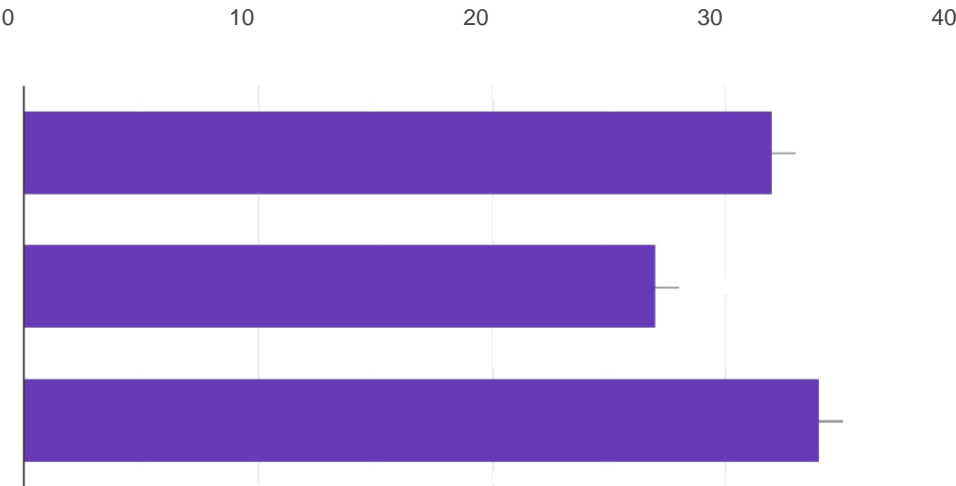
32 (53.3%)

Middle

27 (45%)

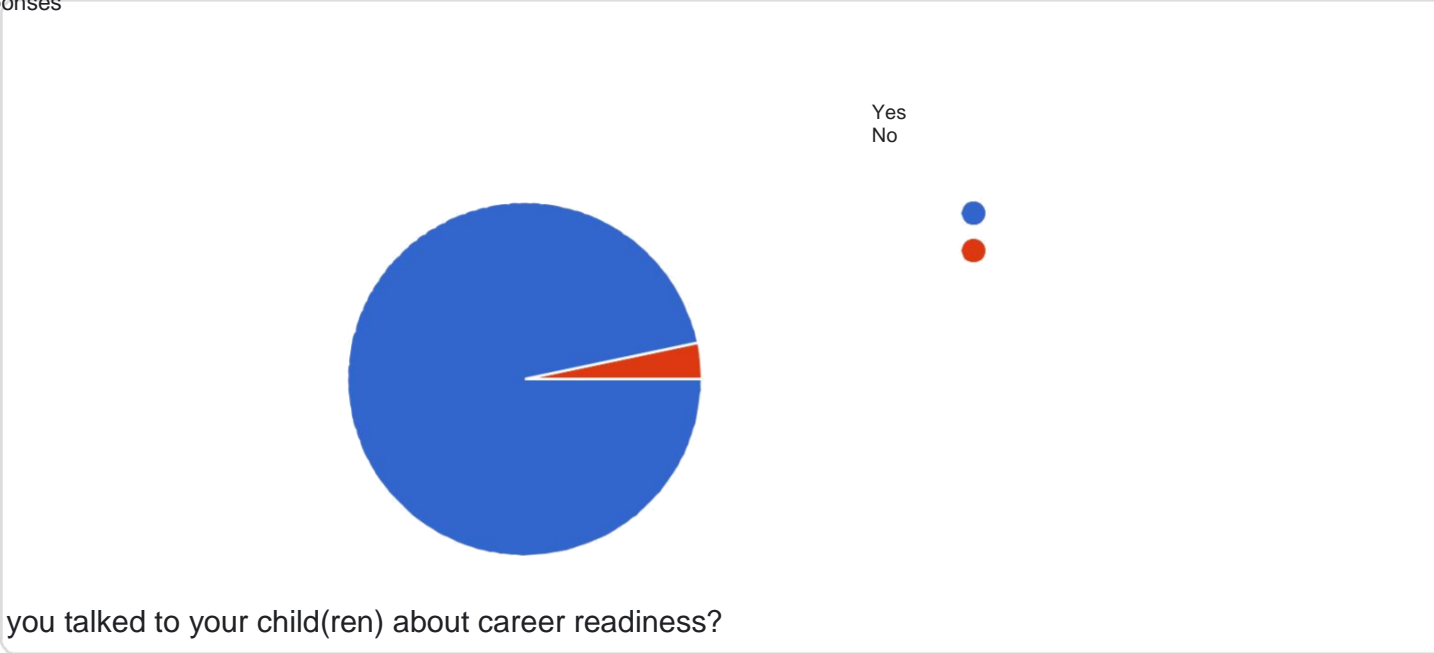
High

34 (56.7%)



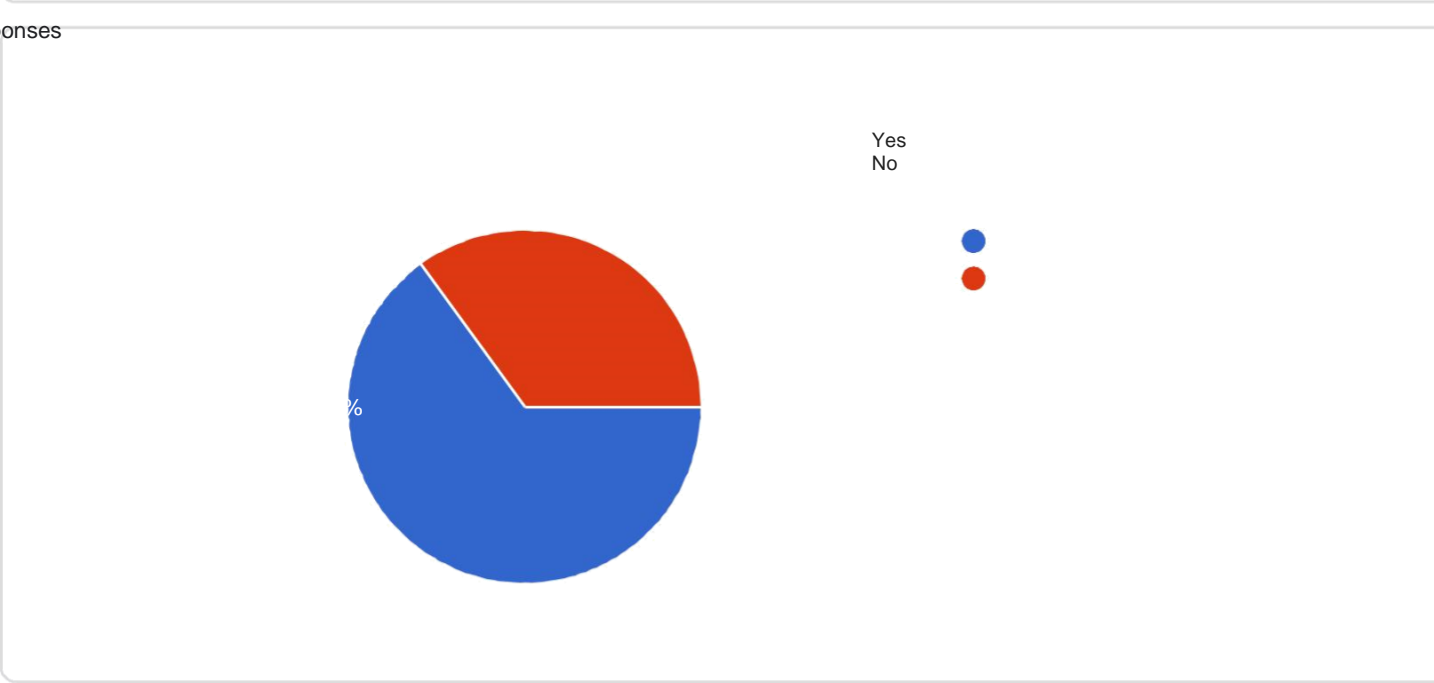
Have you talked to your child(ren) about careers?

60 responses



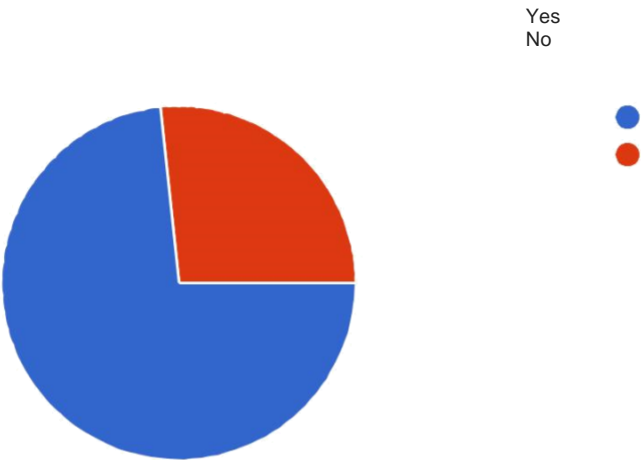
Have you talked to your child(ren) about career readiness?

60 responses



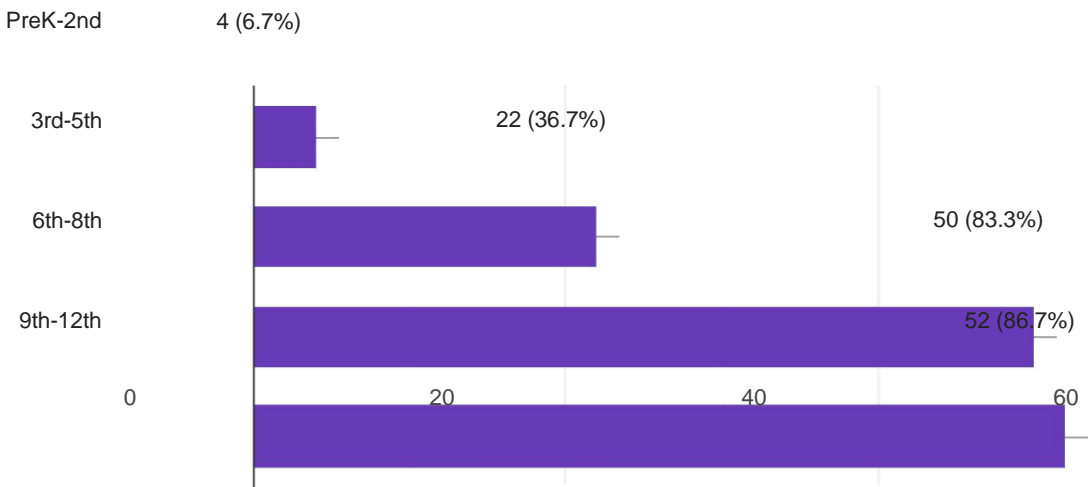
Have you talked to your child(ren) about college readiness?

60 responses



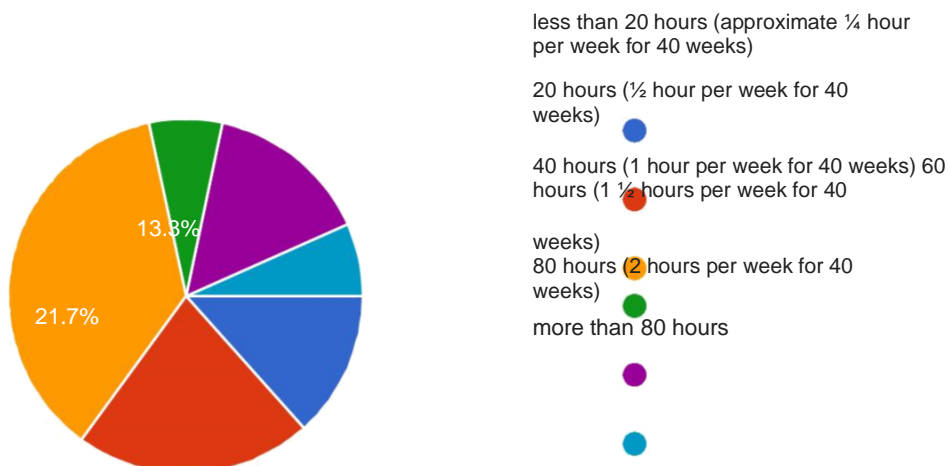
In what grade levels would it be helpful to learn about careers (career readiness) (check all that apply):

60 responses



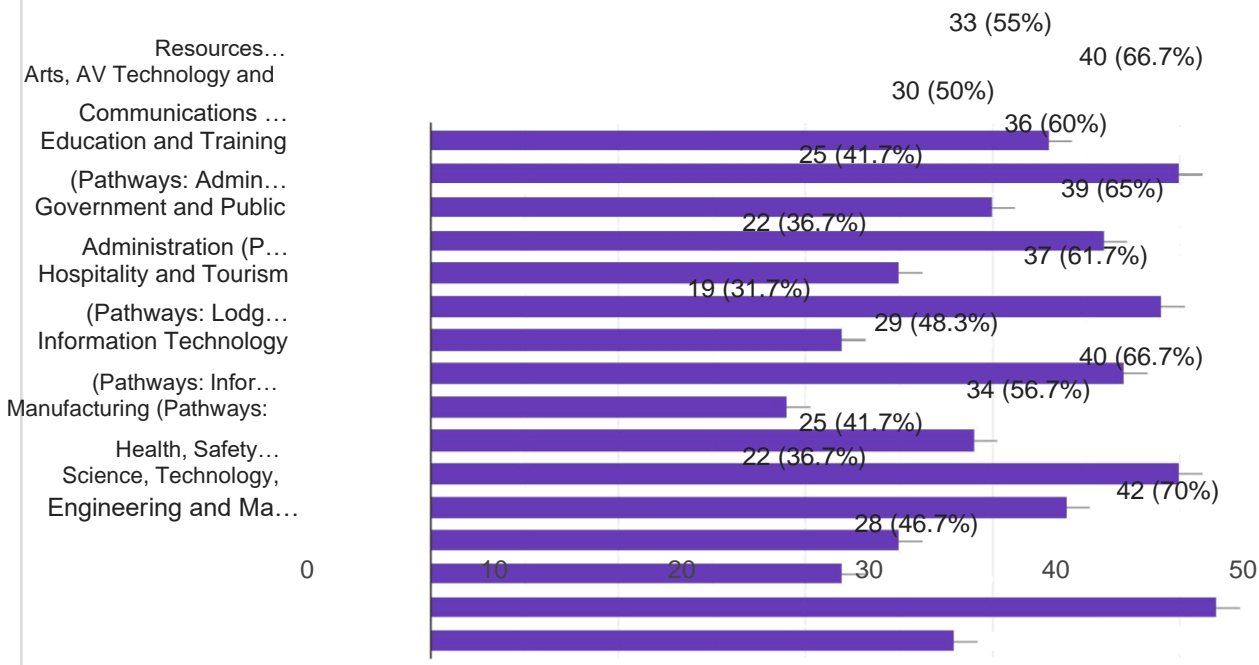
Through the course of a school year, how much time do you think is adequate to spend on career readiness (Select one):

60 responses



Are there specific career areas you think students in our school district should be introduced to, or receive more learning opportunities? (Place a checkmark next to all that apply).

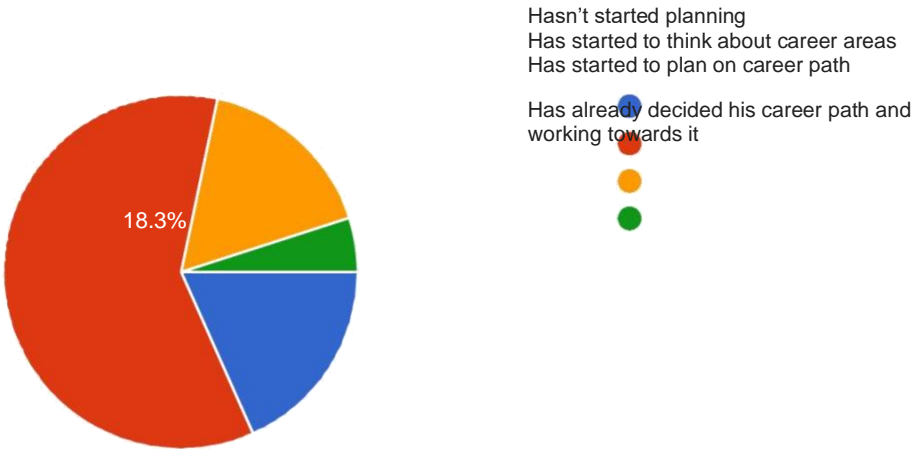
60 responses





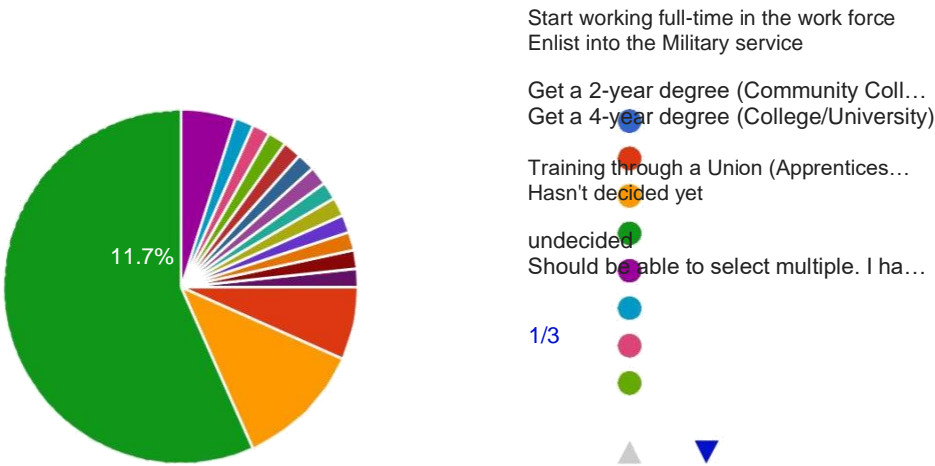
How do you think your child feels about career planning?

60 responses



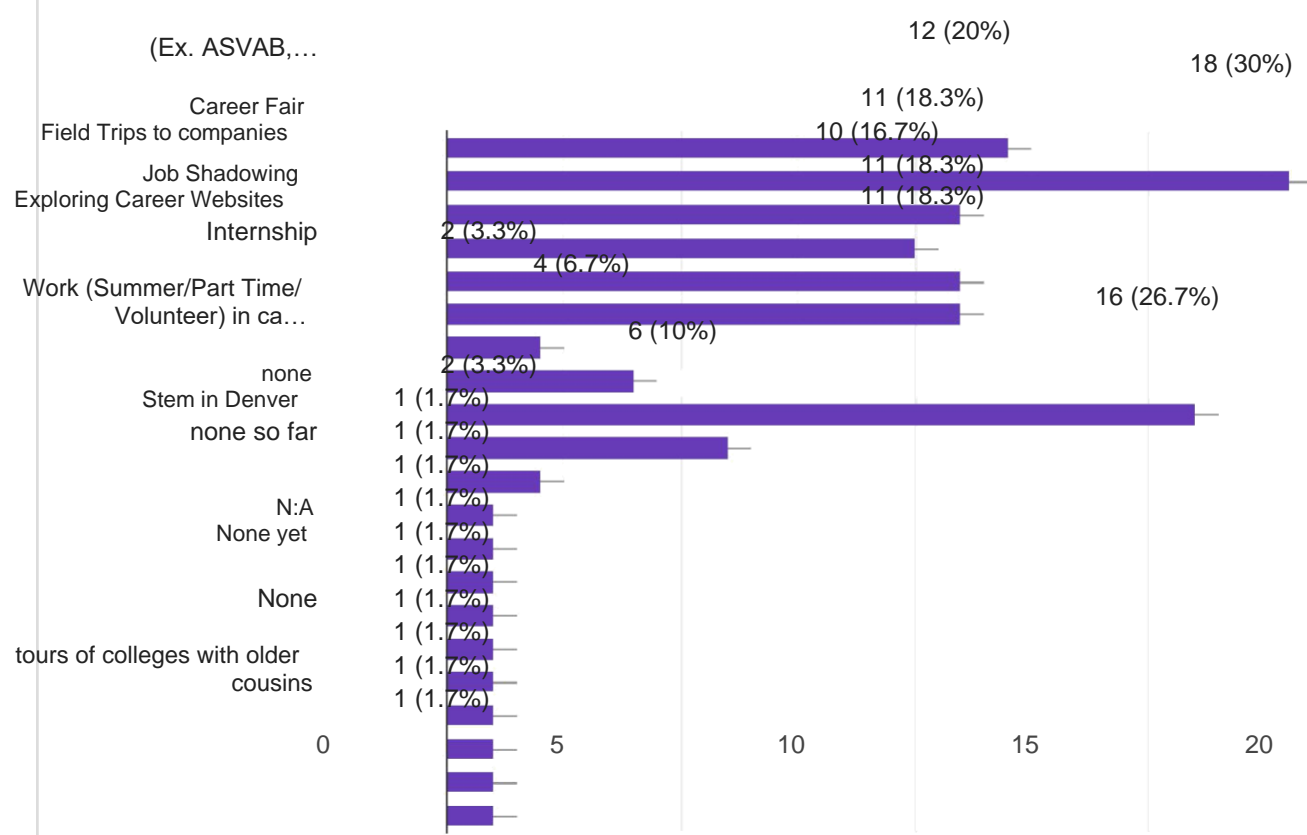
What plans does your child have after high school?

60 responses



What career exploration activities has your child participated in to date: (Check all that apply)

60 responses



## What do you believe are some helpful activities your school can do to help your child learn about Careers?

29 responses

Career Night bring in people in diverse jobs to answer questions, speak, host a booth

Team with businesses

A more diverse selection of classes would be great. More language classes such as Mandarin, French, German.

Field trips, specific career related studies

There is too much focus on colleges and universities. Let's be more realistic and talk about trades. The dream of college isn't for everyone and not everyone wants to be in debt for the rest of their lives. Each child is different and should be treated as such.

Subject Matter Experts to be a mentor in that area. An intern at a local college to come in and mentor a group of students.

Guest speakers

## What do you believe are some helpful activities your school can do to help your child learn about Career Readiness?

28 responses

Find job shadowing opportunities

Real-life experiences

It seems as though our district is very focused on career paths that are vocational in nature. That's great, but there are many, many, students in our district that DO NOT plan to take that path after graduation. We feel there is far too much emphasis being placed on the vocational career paths and not enough information being presented to students who plan to attend a traditional four year college/university. That's unfortunate.

Explain and show what people do in different careers

Just overall discussing real life options. Maybe some more school to work programs and even job shadowing.

Hands on experiences in each area

surveys to see what they are interested in, what are their strengths...

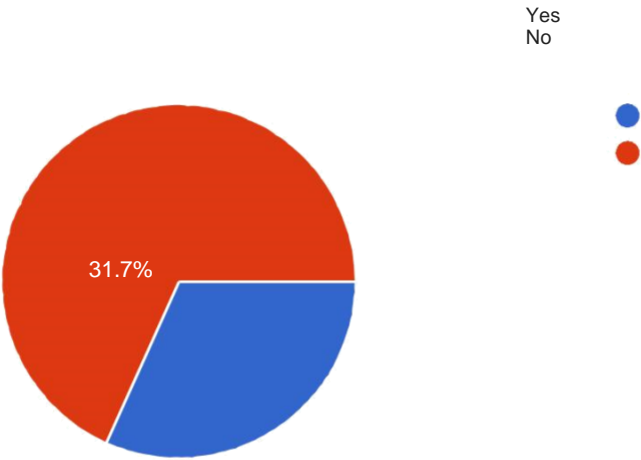
What would you like the school to do to help parents with college/career planning?

24 responses

- parent information session at beginning of junior year to inform parent's of where they should start
- Provide opportunities both on campus and off
- College nights would be great! Emails answered from the guidance staff would be appreciated. We need more classes like Women in Pop Culture/Literature, Journalism, a REAL fine arts class for middle and high school students. Also, why does our school not have an honor roll? This seems so odd. Why does the district choose not to publicly celebrate the academic successes of our children?
- Communicate what you are doing so we can discuss with children
- See other answers. But also make parents part of the discussion. The school should consider the family and be more realistic.
- Assessment testing, college visit coordination
- encourage meeting with a college counselor

Has your child taken any CTE courses (Business, FACs, Industrial Tech., Info. Tech.)?

60 responses



If yes, which ones?

16 responses

FACs Industrial Tech

FACs, Info. Tech, business

FACS, but only because there were no other course offerings available.

none

N/A

Facs, Business and Info Tech

several, they are the favorite they learn but are still able to enjoy while learning

Business, auto, industrial tech, skills

Robotics and wood class in school, currently 9th grade



## Career Readiness Survey- Students

Questions [Responses](#) 224

# 224 responses



Not accepting responses



Message for respondents

This form is no longer accepting responses

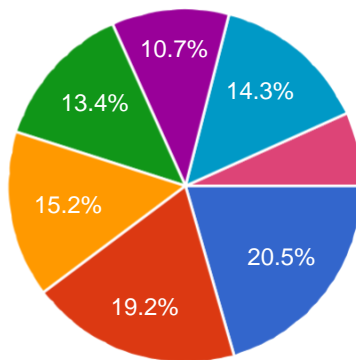
[Summary](#)

Question

Individual

### What grade are you currently in?

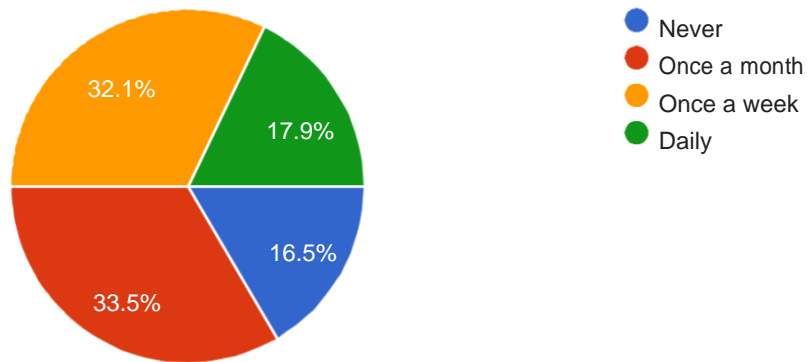
224 responses



- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

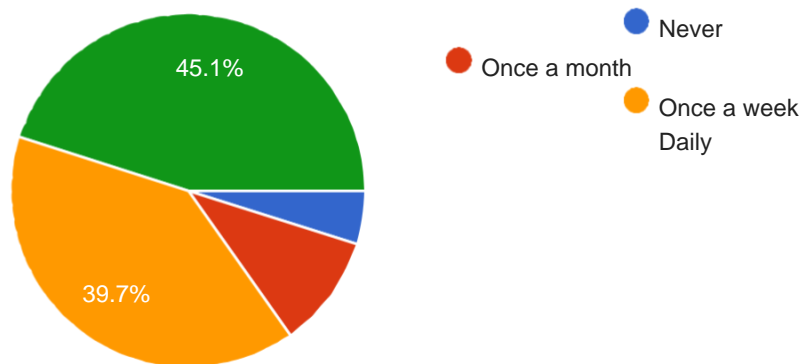
### How often do you talk to your PARENTS about your Academic Goals?

224 responses



### How often do you talk to your PARENTS about how you're doing in your classes?

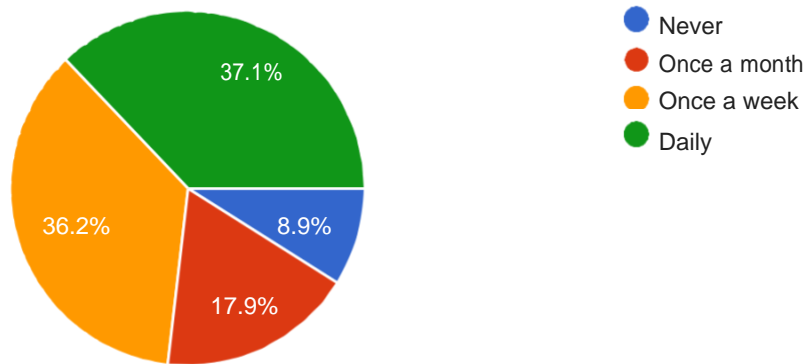
224 responses





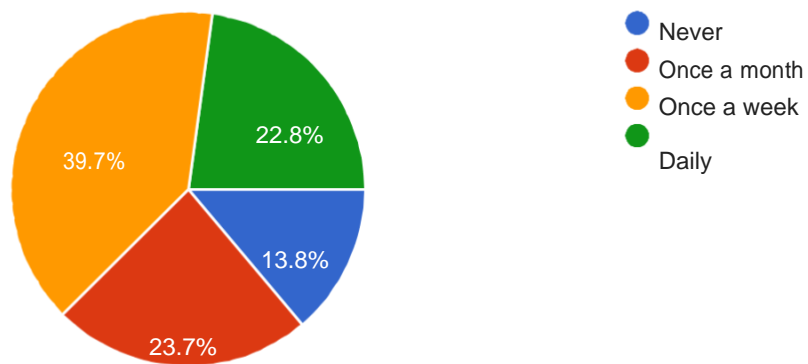
### How often do you talk to your PARENTS about things you are interested in?

224 responses



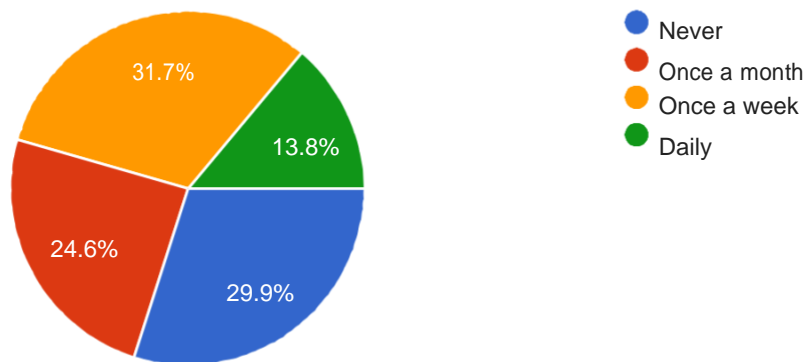
### How often do you talk to your PARENTS about things you are good at (your strengths)?

224 responses



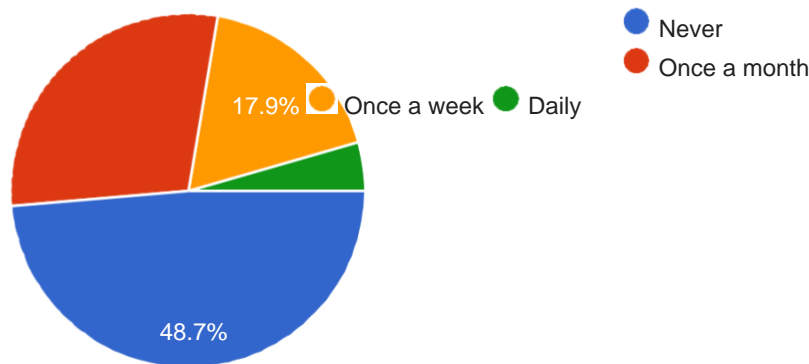
How often do you talk to your PARENTS about your learning preferences?

224 responses



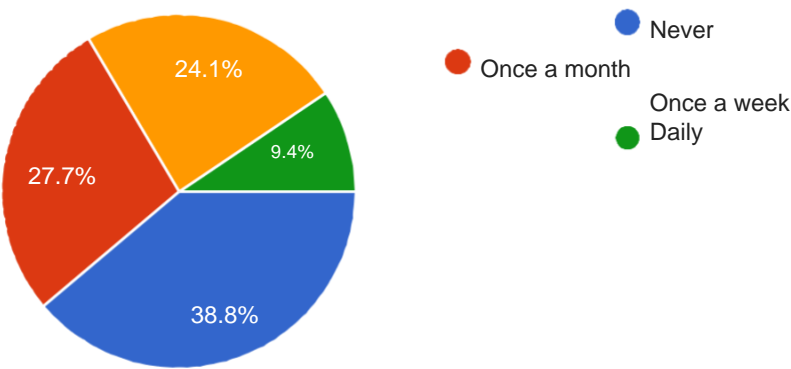
How often do you talk to an ADULT that works for the school about your Academic Goals?

224 responses



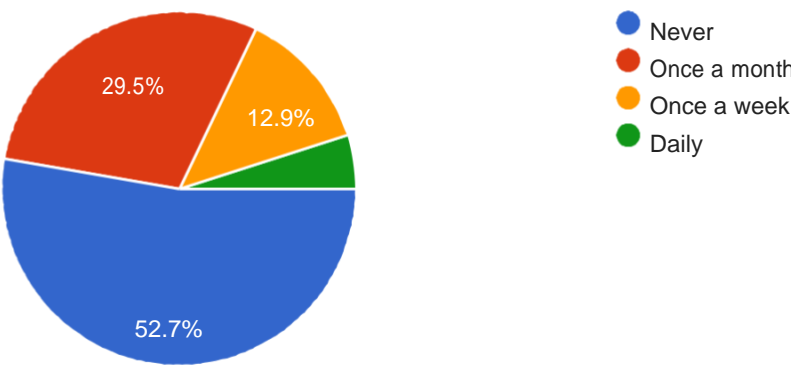
How often do you talk to an ADULT that works for the school about how you're doing in your classes?

224 responses



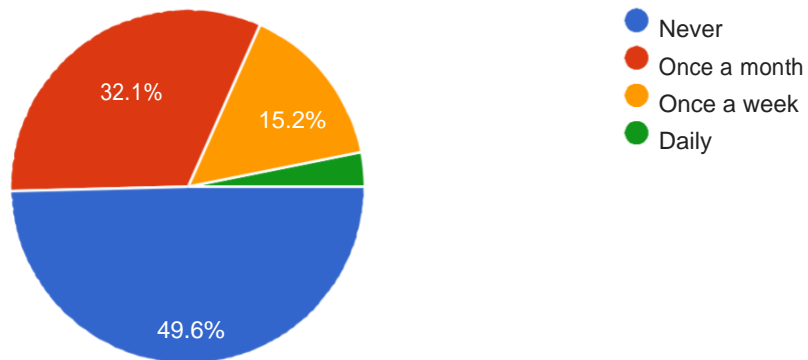
How often do you talk to an ADULT that works for the schools about things you are interested in?

224 responses



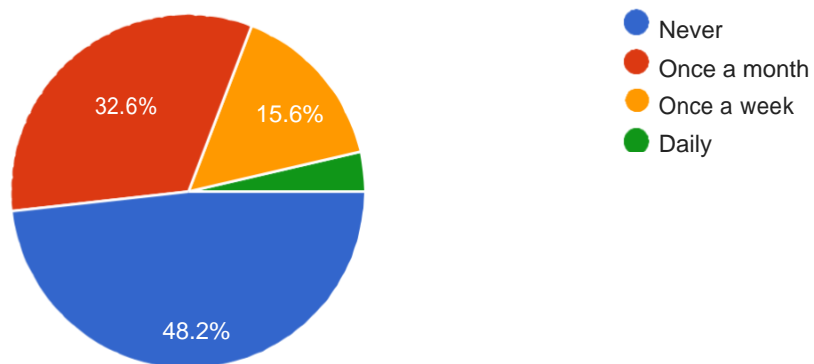
How often do you talk to an ADULT that works for the school about things you are good at (your strengths)?

224 responses



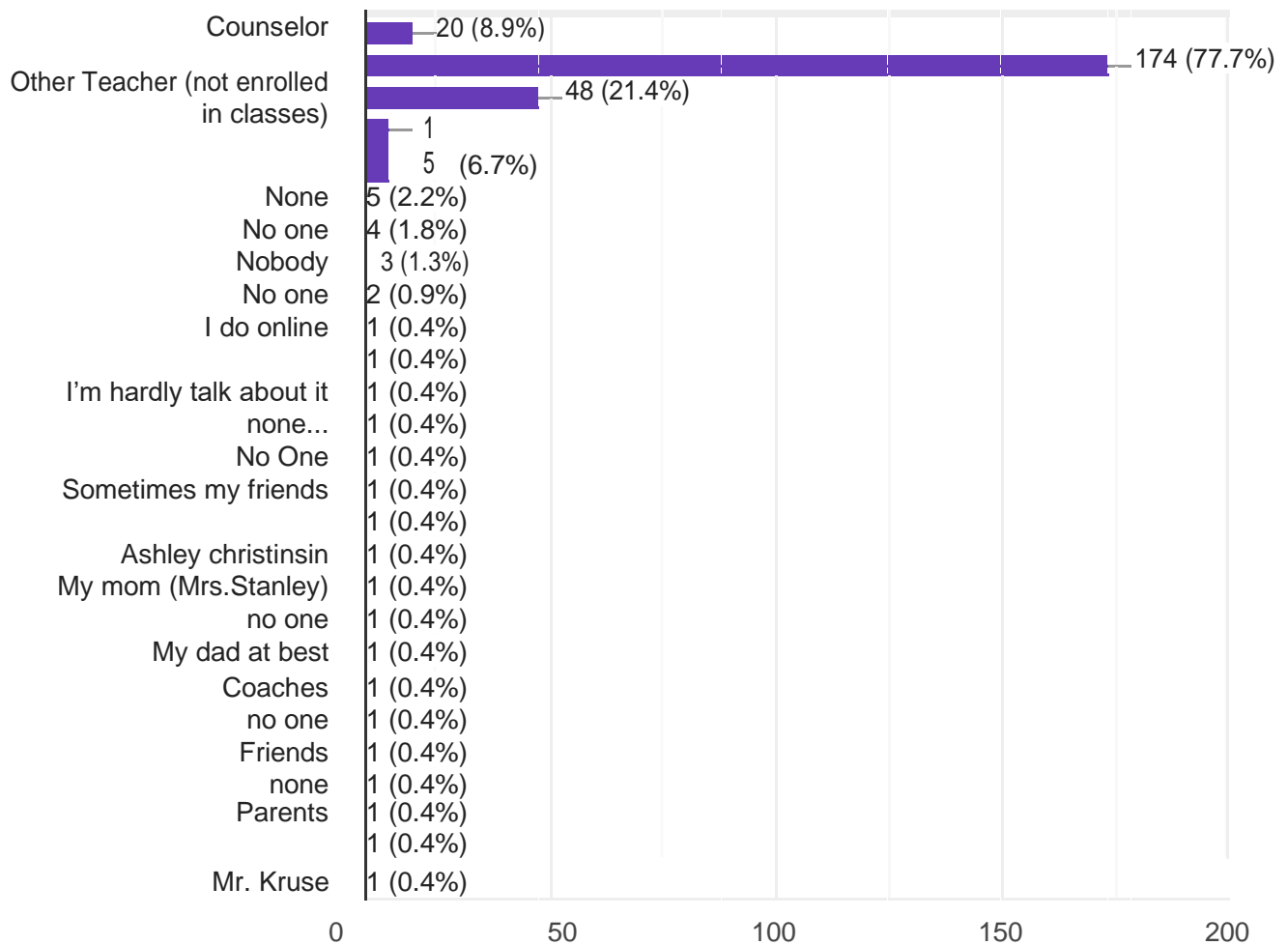
How often do you talk to an ADULT that works for the school about your learning preferences?

224 responses



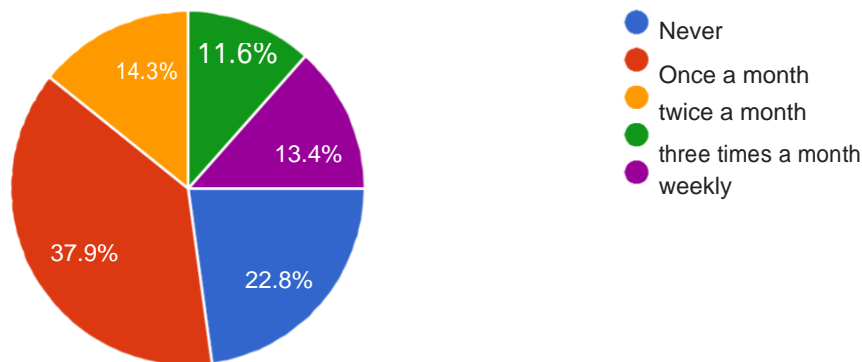
When you are at school, who do you meet with to talk about your learning? (check all that apply)

224 responses



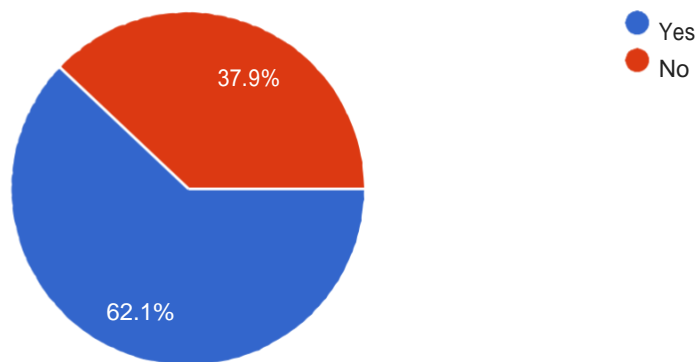
During the past year, on average, how many times have you researched careers?

224 responses



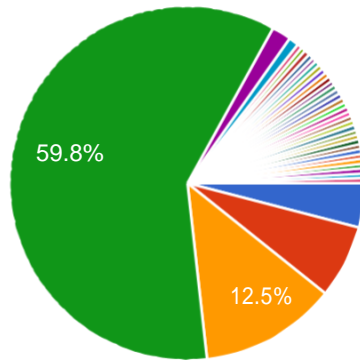
Do you know what career path you will be taking?

224 responses



### After high school, you plan to:

224 responses

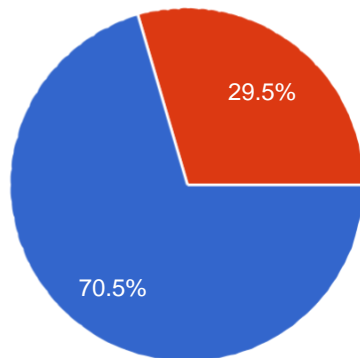


- Start working full-time in the workforce
- Enlist into the Military service
- Get a 2-year degree (Community Coll...
- Get a 4-year degree (College/University)
- Train through a Union(Apprenticeships)
- Idk
- Scholarship or a chef
- Go to a nursing and doctor collage

▲ 1/5 ▼

### To date, have you had at least one Work-Based learning experience (Job shadowing, Field trip, Work experience (Paid/Unpaid)):

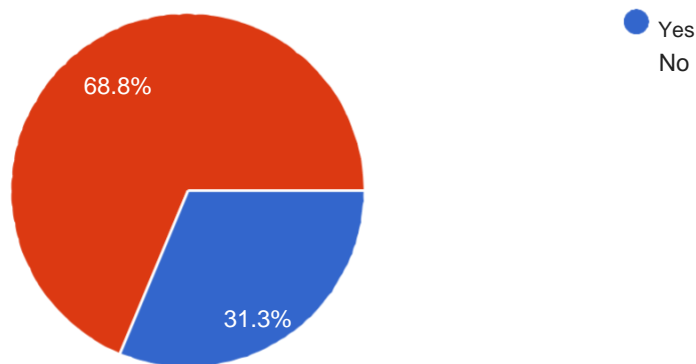
224 responses



- Yes
- No

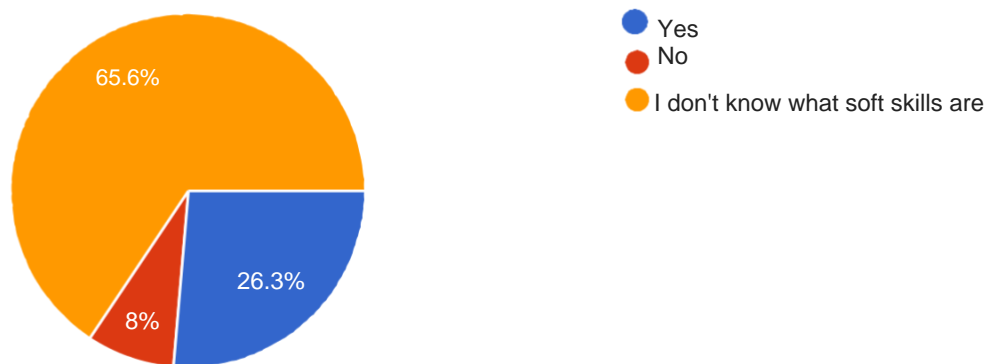
Do you know what “soft” skills are?

224 responses



If you answered yes above, do you know how to improve your soft skills?

224 responses





What CTE course (Business, FACs, Industrial Tech., Info. Tech.) have you taken.

224 responses

None

Idk

Industrial Tech

No

Industrial tech

I don't know

Tech

Industrial tech

FACs